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This annotated bibliography dealing with the continuing education of women contains 143 indexed and abstracted entries arranged under the following headings: Sex Differences in Mental Ability and Achievement; Social Role Related Interests and Needs; Employment Related Interests and Needs; Programs and Participation; and Women's Education in Foreign Countries. Most of the documents are dated from 1965 to 1968. (nl)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

Continuing Education of Women

CURRENT INFORMATION SOURCES, NO. 22

December, 1968

ERIC CLEARINGHOUSE ON ADULT EDUCATION

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CONTINUING EDUCATION OF WOMEN, CIS-22

ABSTRACT

This annotated bibliography dealing with the continuing education of women contains 143 indexed and abstracted entries arranged under the following headings: 1) Sex differences in mental ability and achievement, 2) Social role related interests and needs, 3) Employment related interests and needs, 4) Programs and participation, and 5) Women's education in foreign countries. Most of the documents are dated from 1965-1968

December, 1968

PREFACE

These abstracts represent documents, related to the continuing education of women, entering the files of the ERIC Clearinghouse on Adult Education in the past 18 months. They are mostly publications of recent years; however, some older studies have been included, primarily in the home economics section.

Since this list has been assembled through use of the depth indexing of the ERIC system, the relevancy of some documents may not be immediately apparent from titles and sometimes even from reading the abstracts. However, you may depend on finding some discussion of some aspect of women's education in all of them.

Many of these documents have been announced in Research in Education (RIE), the monthly catalog of the Educational Resources Information Center (ERIC) of the U.S. Office of Education. This monthly catalog, covering the entire range of educational literature, may be obtained from the Government Printing Office, Washington, D.C. 20402 for $21.00 per year ($26.25 foreign). Many of the documents may be ordered in microfiche or hardcopy reproductions from the ERIC Document Reproduction Service. Please order directly from EDRS; please read carefully the note on availability of documents on the following page.

We have roughly sorted the abstracts into categories which seem to emerge from the material in hand; we recommend scanning the entire list if you need all documents related to your interest.

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Abstracts of reports and other documents from the 19 ERIC Clearinghouses appear in Research in Education, a monthly publication of the Office of Education, U.S. Department of Health, Education, and Welfare, Government Printing Office, Washington, D.C. 20402. Domestic $21.00 a year; foreign, $26.25 a year.

Please order documents with ED numbers ONLY from the ERIC DOCUMENT REPRODUCTION SERVICE; do not send such orders to Research in Education, or to the ERIC Clearinghouse on Adult Education.

All other documents must be obtained from the indicated original source. If it is impossible to obtain a document from the originating source, help may be obtained from the ERIC Clearinghouse on Adult Education, 107 Roney Lane, Syracuse, New York 13210.

AC 002 174JI BEHAVIORAL CORRELATES OF MENTAL GROWTH, BIRTH TO THIRTY-SIX YEARS (In AMERICAN PSYCHOLOGIST, 23(1)/1-17, Jan 68). Bayley, Nancy Jan 68
DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *behavior patterns, *mental development, *age differences, *sex differences, research, longitudinal studies, personality development, mental health, intelligence, verbal ability, age groups, nonverbal ability, parent influence, statistical data, analysis of variance, Berkeley Growth Study, California, Wechsler Adult Intelligence Scale,

ABSTRACT: The most recent phase of the longitudinal Berkeley Growth Study assessed relationships between mental development from birth to age 36, and emotions, attitudes, and typical reaction tendencies. Interviews and tests involved 54 individuals whose mental and physical development had been evaluated periodically throughout their lifetimes. Separate correlations for males and for females were made between first year vocalization scores and intelligence quotients through age 36, personality variables and Wechsler Adult Intelligence Scale (WAIS) verbal and performance scores at age 36, personality scores and other performanc variables at ages 16 and 36, adolescent behavior patterns and verbal scores at five ages from infancy to age 36, verbal scores at one through 36 years of age and seven types of behavior during infancy (10 to 36 months), and WAIS scores at age 36 and maternal behavior experienced during infancy. Findings reflected stability in several personality variables and mental abilities. Moreover, female abilities stabilized earlier than those of males, and test scores for boys were relatively far more bound to certain behavior variables (adjusted or introspective versus maladjusted or hostile). The document includes 21 figures and 22 references. It appeared in the AMERICAN PSYCHOLOGIST, Volume 23, Number 1, January 1968. 17 pages. (ly)

AC 001 763JI SOME ACADEMIC CHARACTERISTICS OF THE MATURE COED. (In THE JOURNAL OF EDUCATIONAL RESEARCH, 61(4)/163-165, Dec 1967). Doty, Barbara A.
Dec 67 3p.

TERMS: *student characteristics, *females, *learning processes, *adult students, adult learning, WAIS Subtests,

ABSTRACT: Some intellectual characteristics, academic problems, and study habits of mature college undergraduate women were investigated. Forty young (median age, 20) and 40 older (median age, 35) coeds matched on grade-point average were administered four WAIS subtests and a questionnaire. Older women were inferior to younger women on WAIS performance subtests. Mature women reported more problems in concentrating, reading rapidly, and taking class notes while younger coeds reported more difficulty in remembering academic material. Older students reported better study habits. The results suggest that mature women can adjust successfully to the demands of the undergraduate academic situation. (author)

C 002 268 I EFFECTS OF AGE ON ORGANIZATION AND RECALL OF TWO SETS OF STIMULI (In PSYCHONOMIC SCIENCE, 7(1)/53-54, Jan 5, 1967).
Taub, Harvey A. * Greiff, Shirley 67 DOCUMENT NOT AVAILABLE FROM EDRS. 2p.
ERMS: *age differences, *memory, *cognitive ability, research, young adults, older adults,

BSTRACT: Short term recall of sequences of eight letters was measured for 12 young nd 12 aged subjects (females with mean ages of 20.1 and 69.7 years, respectively) in a ontrol condition with a single stimulus set and three experimental conditions which iffered in arrangement of two sets of color coded stimuli. The results indicated that here were no differences in performance for the stimuli to be recalled first, while oth age and conditions were significant effects for the stimulus set to be recalled econd. Thus, the data do not support the notion of differential decay as a function of ge, but do suggest a decline in organizing ability and a greater susceptibility to nterference during the storage and retrieval stages once the capacity is exceeded. The ocument includes a chart and four references. It appeared in PSYCHONOMIC SCIENCE, Volume 7, umber 1, January 5, 1967. (author/ly)

AC 002 022 E
ED 017 811
EFFECTS OF STRUCTURE AND SEQUENCE ON ADULT LEARNING. Paper presented at the National Seminar on Adult Education (Chicago, February 11-13, 1968).
Groteleuschen, Arden Columbia Univ., New York Teachers College 68
EDRS PRICE MF-$0.25 HC-$0.88 20p.
TERMS: *adult learning, *number systems, *instructional materials, *teaching techniques, *sequential approach, research, programed instruction,

ABSTRACT: In this study on the effects of structure and sequence on adult learning, 96 adults unfamiliar with number bases and ranging in age from 23 to 53 were randomly assigned to four differentially structured introductory materials (history of measurement, base ten, base seven, or principles of number bases) and to three differentially sequenced learning task conditions (random, partial or complete) within four intelligence and two sex categories. Subjects were individually presented the base four task in paired associate form after they had received the programed introductory material. The introductory material appeared to have significantly positive results only with subjects having superior intelligence. The completely sequenced learning task resulted in a more rapid mastery of the learning task, especially with less intelligent subjects. Reliable differences among the intelligence categories and between the sexes were also observed. (Also included are charts, tables, and 17 references.) This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (author/ly)
SECONDARY TERMS: intelligence, individual characteristics, age differences, time factors (learning), test results, analysis of variance, statistical data, sex differences, Wechsler Adult Intelligence Scale,

AC 001 649 E DIFFERENTIALLY STRUCTURED INTRODUCTORY LEARNING MATERIALS AND LEARNING
ED 016 148 TASKS. Grotelueschen, Arden. Columbia Univ., New York. Teachers College.
BR-6-2447 U.S. Office of Education. Bureau of Research. OCT 67 OEG-1-7-002447/2C
EDRS PRICE MF-$1.00 HC-$10.04 251p.

TERMS: *adult learning, *number concepts, *intelligence level, *paired associate learning, *sequential approach, learning theories,

ABSTRACT: An attempt was made to assess the effects on adult learning of differentially structured introductory cognitive learning tasks and materials, and the interaction of intelligence with the experimentally manipulated material and task categories. About 96 adults who were unfamiliar with the concept of number bases were classified according to a 4x3x4 factorial design. During individual sessions, the learner, classified by intelligence level, was given a programed booklet on one of four structural learning materials randomly assigned. Upon completion, the learner was given a learning task, by teaching machine, under an experimental condition consisting of three differentially sequenced sets of paired associates, corresponding to numbers in the base four number system. The number of trials required, total errors, and posttest scores served as measures of the effectiveness of the experimental conditions. Intelligence was positively related to task performance, complete task sequencing led to more rapid learning than did partial sequencing, introductory materials were especially useful with the more intelligent adults, completely sequenced learning tasks were evidently most beneficial with the less intelligent adults, and men consistently outperformed women, particularly in applying number base principles. (ly)

SECONDARY TERMS: number systems, teaching machines, intelligence, programed instruction, programed texts, task performance, sex differences, effective teaching, textbook content, mathematics, sequential learning, cognitive processes, time factors (learning),

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AC 001 581 I QUICK WORD TEST VALIDITY WITH ADULTS (Reprint from Psychological reports 20/488-490,1967). Grotelueschen, Arden * Lyons, Thomas J.
Feb 67 5p.

TERMS: *intelligence tests, *test validity, *adult students, *predictive ability (testing), *vocabulary skills, adult characteristics, sex differences, age differences, educational background, Quick Word Test, Wechsler Adult Intelligence Scale,

ABSTRACT: As adult education programs become more widespread, there is an increasing need for a reliable, brief, economical instrument for estimating adult mental ability, easily administered in groups. The Quick Word Test (QWT), developed by Borgatta and Corsini (1964), is an untimed 100 item multiple-choice vocabulary test. Findings on the predictive validity of the QWT are based on a sample of 178 adults who had participated in a 1965 study by Sjogren and Knox. Subjects had characteristics similar to those of adults generally enrolled in continuing education programs and were stratified by sex, age, prior participation in adult education, and level of formal education. The Wechsler Adult Intelligence Scale (WAIS) total IQ score was the criterion measure. Pearson rs of .77 and .74 were found between total QWT scores and WAIS verbal and total IQ scores respectively, indicating that the QWT has promising validity in predicting intellectual functioning. It is, however, recommended that cross-validation studies of the QWT with different samples and criterion measures be conducted to assess the generalizability of these findings. (aj)

C 001 107 E LEARNING IN ADULTHOOD, THE ROLE OF INTELLIGENCE (Chapter 8 in ANALYSES
ED 012 846 OF CONCEPT LEARNING, edited by Herbert J. Klausmeier and Chester W.
Harris. New York, Academic Press, 1966/117-138). Bayley, Nancy.
66 DOCUMENT NOT AVAILABLE FROM EDRS 20p.

ERMS: *sex differences, *age differences, *intelligence, *adult learning,
verbal ability, nonverbal ability, research, longitudinal studies,

BSTRACT: In the longitudinal Berkeley Growth Study, subjects were tested at
6, 18, 21, and 26 years on the Wechsler-Bellevue, and at 36 years on the Wechsler
dult Intelligence Scale, which contain both verbal and non-verbal subscales. The
ost consistent increases in mean scores over the period were in information, vocabulary,
nd comprehension. Digit span and arithmetic scores leveled off, and women's scores
n several tests declined after age 26. Test-retest correlations during ages 16-26
ere more consistent among men than among women, most notably in vocabulary and
nformation, less so in similarities, digit span, and block design. By contrast,
hildhood scores of males were less stable than those of females, suggesting sex-linked,
ifferently-timed intelligence factors influencing adult mental performance. Finally,
t age 36, men seemed to be achieving closer to capacity than women. It was concluded
hat motivation, drive, and time, rather than small variations in intelligence,
ight be the important determiners for learning in adults. (Document includes 22
eferences, five charts, and a brief research review) (ly)
ECONDARY TERMS: intelligence quotient, intelligence tests, adult characteristics,
ognitive ability, educational background, socioeconomic influences, intelligence
ifferences, achievement, Berkeley Growth Study, Wechsler Bellevue Test, Wechsler
dult Intelligence Scale, California, Terman Concept Mastery Test,

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C 002 385 E THE RELATIONSHIP BETWEEN AGE AND INFORMATION PROCESSING CAPACITY OF ADULTS.
ED 018 763 Report number 7. Carpenter, William L. North Carolina Univ., Raleigh.
State Univ., Dept. of Agricultural Info. R-7 Apr 68 EDRS PRICE MF-$0.50
HC-$2.88 70p.

ERMS: *age differences, *information processing, *visual discrimination, *visual
stimuli, *level of complexity, timed tests, information theory, models,
communications, college graduates, research, statistical data, sex differences,
anxiety, simulated environment, research reviews, (publications),

ABSTRACT

Change in information processing and channel capacity with increase in age was studied, and possible altering of this relationship with a change in complexity and dimensionality of the stimulus presented. Visual stimuli were projected on a screen to four groups composed of 74 college graduates, ranging in age from 23 to 68 years, in a simulated classroom. Three of five tests were presented to each subject--size of dark squares on light background was judged in three tests, and location of dot placement in a grid pattern in two tests. Absolute judgments were used to measure judgmental discrimination accuracy. Information theory statistics were used for individual test data analysis, and conventional statistics to determine levels of significance of data collected. It was found that performance declined as age increased in three of the five tests, containing the least complex stimulus situation, which was contrary to prediction. It was speculated that a higher anxiety rate was manifested during early tests, and older subjects reached peak performance during the three later tests. All subjects scored higher on the multidimensional stimulus presentations (dot and grid). Other findings showed males outscoring females in all tests. (pt)

000 303 C THE MAINTENANCE OF INTELLECTUAL ABILITY IN GIFTED ADULTS.
(Reprinted from Journal of gerontology, 10(1)/91-107, Jan 1955).
Bayley, Nancy * Oden, Melita H. 18p.

RMS: *age differences, *intelligence tests, *gifted, *sex differences, *adult development, Concept Mastery Test,

STRACT: A test designed to measure superior intelligence was administered ice, about 12 years apart, to 1,103 adults. Retests give strong evidence at intelligence of a type measured by the Concept Mastery scale continues increase at least through age 50.

B. SOCIAL ROLE RELATED INTERESTS AND NEEDS

C 002 156 E AMERICAN WOMEN, THE REPORT OF THE PRESIDENT'S COMMISSION ON THE
ED 018 715 STATUS OF WOMEN AND OTHER PUBLICATIONS OF THE COMMISSION. Meade,
Margaret, ed. * Kaplan, Frances Balgley, ed. 65 DOCUMENT NOT
AVAILABLE FROM EDRS.
ERMS: *females, *working women, *housewives, *social status, *discriminatory
attitudes (social), womens education, labor laws, family life,

BSTRACT: The President's Commission on the Status of Women was established in 1963 y President John F. Kennedy to analyze the condition of women in the United States today, eview accomplishments in improving their status, and recommend means of overcoming iscriminations in employment and services that will help women continue their role as ives and mothers while working. Seven committees explored in depth civil and political ights, education, home and community, federal and private employment, protective labor egislation, and social insurance and taxes. Each issued a report. This volume contains the inal Commission Report and recommendations, Committee reports rewritten to stress upplementary materials, give background information, and discuss Commission suggestions hat have been implemented, and summaries of two consultations held under Commission uspices. In her introduction and epilogue, Margaret Mead comments critically on the Report nd makes additional suggestions and observations, stressing the need to consider the roblems of women who are not employed, but who as wives and mothers center their creative ives around the home. There are charts of statistical data and tables showing comparative tate positions on the legal status of women. This document is available, for $6.95, from harles Scribner's Sons, New York. 274 pages. (aj)
ECONDARY TERMS: legal responsibility, family income, civil rights, volunteers, insurance rograms, mass media, employment, state laws, Negroes,

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C 002 071 E A TURNING TO TAKE NEXT, ALTERNATIVE GOALS IN THE EDUCATION OF
) 017 839 WOMEN, Notes and essays on education for adults, 47. Goldman,
Freda H. Center for the Study of Liberal Educ. for Adults,
Boston, 65 EDRS PRICE MF-$0.50 HC-$2.64 64p.
ERMS: *leisure time, *womens education, *educational objectives,
working women, volunteers, productive living, social change,

3STRACT: In view of the fact that much of the participation of women in continuing igher education reflects attempts, often made in vain, at self-fulfillment in the sphere f paid employment, educators ought to reassess the whole range and rationale of ndividuals and as members of society strongly suggests that existing educational rovisions are inadequate in both respects. Moreover, middle class working women may be ne first large group displaced by automation, and with their economic roles being liminated and their free time increasing, working women are now being confronted with any of the problems foreseen for the automated society of the future. However, alternative ife styles, based on politics, voluntary service, learning and scholarship, and appreciation nd support of the arts, could be evolved, and a radically new type of school or curriculum ould be developed with the aim of preparing and reeducating women for their chosen eisure occupations. (ly)
ECONDARY TERMS: self actualization, cultural activities, occupational choice,

AC 002 572 E THE SOCIAL ROLES OF MARRIED MIDDLE-AGED WOMEN WITH IMPLICATIONS FOR
ADULT EDUCATION. Canaday, Martha Helen DOCUMENT NOT AVAILABLE FRO
EDRS. Available from University Microfilms, 300 Zeeb Rd., Ann Arbo
Michigan, 48106 (Order No. 67-5900, MF $3.00, Xerography $5.80).
116p. Ed. D thesis

TERMS: *ROLE PERCEPTION; *FEMALES; *ROLE CONFLICT; *FAMILY ATTITUDES; *JOB SATISFACTION; PARENT ROLE; HOUSEWIVES; INDIVIDUAL DEVELOPMENT; TASK PERFORMANCE; EDUCATIONAL NEEDS; ADOLESCENTS; QUESTIONNAIRES; RESEARCH; DOCTORAL THESES

ABSTRACT

A questionnaire was completed by parents and prospective students (173 family groups), on campus for counseling, to assess women's role performance in four areas-- wife, homemaker, mother, and individual person. The wife and homemaker roles appeared to be most easily perceived by all family members. The mother role was next and the individual-person score was lowest. Low scores were found on agreement of the performance of the roles which might indicate that although it is fairly easy to define each of the roles, their function is not as clearly seen. The findings indicated there was essentially no difference in the feelings of satisfaction for the women's role performance among the respondents. The only intra-family agreement score which showed a statistically significant relationship to demographic factors was between the wife-husband role satisfaction score and the husband's occupation. The consistently low scores in the individual-person role suggested that in the years devoted to family care these women neglected developing personal interests. Adult education programs could make a significant contribution by orienting programs to the needs of women in this age group. (aj)

AC 002 436 E PERSONALITY SHIFT IN WOMEN AT A CHOICE POINT IN MIDDLE LIFE. (Ph.D. thesis). Beggs, James Judson Oregon Univ., Eugene Aug 67 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *females, *personality change, *mature adults, *educational needs, *self evaluation, goal orientation, middle aged, doctoral theses, research, Life Goals Inventory, Personal Events Time Scale, Thematic Apperception Test,

ABSTRACT

The study selected as a choice point the return to the University of Oregon of women who had been away from education for at least four years. The youngest subject was 25 and the oldest, 53. Control subjects of similar ages were also tested. The instruments used were the Buhler-Coleman Life Goals Inventory, Vincent's Personal Events Time Scale, and the Greenwald scoring of the Thematic Apperception Test (TAT) for affective complexity. The first two instruments were administered to both groups in October and May. The TAT was administered to the experimental group only. In May the experimental subjects were asked to provide a rank ordered list of the reasons they returned to college and whether or not they had experienced a period of critical self-assessment during the time of the experiment. Three significant chi squares at least minimally confirmed the basic choice hypothesis. Other hypotheses which predicted a shift from self-limiting adaptation to creative expansion and intensification of creative expansion scores after the test point were not confirmed. There was a strong and significant relationship between the Life Goals Inventory and the Personal Events Time Scale. (The document includes nine tables, a bibliography, and an appendix describing the instruments.) This document will be available from University Microfilms, Ann Arbor, Mich. (author/aj)

AC 002 451 E FACTORS ASSOCIATED WITH WOMEN'S PERCEPTION OF THEIR PROBLEMS. (M.S. thesis). Kruempel, Beverly Jeanne Wisconsin Univ., Madison. Dept. of Agricultural and Extension Educ. Jan 68 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *females, *developmental tasks, *age differences, *role perception, *family problems, family life, family background, masters theses, personal adjustment, questionnaires,

ABSTRACT

This study sought to determine (1) family and personal problems identified by women and (2) the relationship between these problems and the respondents' background. A multi-stage probability sampling procedure was used. Data were obtained from a sample of 611 adults in Columbia County, Wisconsin. This included 340 women used in the study. Havighurst's "developmental task" concept was used to classify the problems identified by the women. Young women (21-35) identified problems related to rearing children and managing a home. Middle-aged women (36-55) identified "assisting teenage children to become responsible and happy adults" and "establishing and maintaining an economic standard of living" as their major problems. Women of later maturity (56 and over) were concerned mainly with adjusting to old age conditions. Women with lower education experienced more problems in the mother-role, especially when the children were young. Women in the open-country as opposed to those in cities and villages indicated more problems with (1) teenage children and (2) managing a home. With women of later maturity, lower income was associated with decreasing strength and health, and retirement. (Document includes tables, a bibliography, and the questionnaire.) This masters thesis is available from the University of Wisconsin, Madison. 82 pages. (author)

AC 000 963 E WOMEN'S NEEDS IN CONTINUING EDUCATION. (M.Ed. thesis). Pace, Lois W. Colorado State Univ., Fort Collins Aug 66 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *educational needs, *educational background, *interests, *womens education, surveys, age differences, statistical data, masters theses, cultural activities, family life, children, working women, Colorado State University,

ABSTRACT

This study sought to determine how women's felt needs for educational opportunities relate to employment outside the home, stage in the family life cycle, and level of education. Women randomly selected in Livingston County, Missouri, were sent a questionnaire on perceived educational needs, preferred means of receiving information, and personal characteristics. Perceived needs were significantly related to educational level but not to family life cycle or to employment outside the home. In terms of family life cycle, the women most interested in resource management were those whose children were grown, childless women preferred leisure activities, child-bearing and child-rearing women favored personal development, and mothers of teenagers showed particular interest in cultural opportunities. Women with over 12 years of education showed far less concern for skill development than did the others, and more concern for development of managerial abilities, personal development, and cultural pursuits. (The document includes the questionnaire, 21 tables, and 15 references.) This masters thesis is available from Colorado State University, Fort Collins. 60 pages. (ly)

AC 002 224 E THE RELATION OF RE-CREATIVE EXPERIENCE TO EGO STAGE DEVELOPMENT. Paper
ED 018 727 presented at the National Seminar on Adult Education Research (Chicago,
February 11-13, 1968). Colley, Louise Guelph Univ., Ont. Wellington
College 68 EDRS PRICE MF-$0.25 HC-$0.24 4p.

TERMS: *diaries, *adult development, *personality development, females, research, self concept, recreational activities,

ABSTRACT

The relationship of ego-stage development (based upon the theories of Erik Erickson) to the experiences adults identified as leading to re-creation was explored, using data obtained from 73 women selected at random for a population of 582 American and Canadian women graduate students at the University of Wisconsin in Fall, 1964. Information regarding re-creative experiences was obtained from a self-report diary sheet which represented reflection of ego stage concerns--enjoyment within the experience and intensity of re-creation. Participants observed their re-creative behavior on ten randomly selected days in the intervening period. It was found that, for the most part, ego stage development was not reflected in re-creative experiences. However, a statistically significant association between ego stage development and re-creative experience was found among psychologically mature subjects when they were in a positive, enthusiastic, creative mood before the experience. Under these same conditions, intensity of re-creation was most frequently high. It was concluded that the tendency is to regress to a lower stage of ego development in obtaining re-creation. Maturity and positive dynamic precondition are contributing factors in gaining re-creation in experiences of progressive adaptation. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. It will be published in ADULT EDUCATION. (aj)

AC 001 147FI SYSTEM LINKAGES AMONG WOMEN'S ORGANIZATIONS, AN EXPLORATORY STUDY OF
MEMBERSHIP AND LEADERSHIP LINKAGES AMONG WOMEN'S FORMAL ORGANIZATIONS
IN A LOCAL COMMUNITY (Sociological Studies in Civil Defence). Beal, George M.
* and others. Iowa State Univ., Dept. of Sociology and Anthropology. Rural
Sociology Report No. 42. U.S. Secretary of the Army. Office of Civil Defense.
OCD-PS-65-9

TERMS: *intergroup relations, *group membership, *change agents, *organizations (groups), *females, social change, community leaders, tables,

ABSTRACT: The local Civil Defense Director is seen as a change agent with the task of instigating social change. In local communities voluntary organizations, conceptualized as social systems, are potential resources which a change agent may use, but relationships between them may inhibit involving them in social change efforts. One of these relationships is that of structural system linkage, i.e. overlapping memberships with or without accompanying leadership responsibilities or qualities. Four types of structural system linkages are analyzed in this report -- member to member, member to officer, member to organizational influential, and member to community influential. Definite patterns of member to member and member to leader linkages existed among the 41 study organizations. Clusters of organizations were delineated by patterning member to member linkages. The pattern of member to leader linkages differed from that of member to member linkages. Certain clusters had greater potential influence over community organizations than did others. Implications of the findings for change agents and future research are drawn from the conclusions. author/aj

SECONDARY TERMS: community organizations, interpersonal relationships, social structure,

AC 000 045E   CHANGING CONCEPTS OF PRODUCTIVE LIVING. (report of a conference, Summer
ED 011 096   1966). Boyd, Robert D., ed. Wisconsin Univ., Madison. School of Education.
Wisconsin Univ., Madison. University Extension.   67 EDRS PRICE
MF-$0.75 HC-$5.24   131p. Bibliogs.

TERMS: *social environment, *productive living, *social change, *work attitudes,
*community change, community planning,

ABSTRACT: At a conference of adult educators designed to bring into focus new perspectives of the roles of adult education, papers were presented on the changing concepts of productive living and the relationship between concern for productive living and adult education. An overview provides a working orientation and describes the basic forces and problems in the changing role and conceptualization of work and individual productivity. A schematic model is developed of the individual in society to explain the evolutionary, feedback, and synthesis mechanisms of individuals dynamically interacting in society. A paper discusses the problem of leisure in modern society. Out-dated and unrealistic concepts of community life are identified as frustrating and blocking progress toward more productive living. The papers conclude with the changing sex roles in the American family as reflected in varying norms for family living, and the role and function of the adult educator in relation to these changing concepts of sex role differentiation. (eb)

SECONDARY TERMS: educational planning, automation, social values, economic climate, family life, sex differences, conferences, role perception, role conflicts, work, leisure,

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AC 000 929ME   ACTIVITY PATTERNS OF MIDDLE CLASS WOMEN IN THEIR MID YEARS--WITH
IMPLICATIONS FOR ADULT EDUCATION. (Ed.D. thesis). Rosenstein, Betty L.
California Univ., Los Angeles 67 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *females, *age differences, *activities, *adult characteristics,
*educational background, bibliographies, surveys, questionnaires,
adult education, motivation, doctoral theses, work attitudes, middle
class, statistical data, sociocultural patterns,

ABSTRACT

An investigation of the interrelationships of women, their life style and past educational experiences, was made of women between 21 and 72 years of age. Mailed questionnaires obtained data from 337 respondents on what they were doing and why, if they liked what they were doing, and how past educational experiences influenced their activities. Most women were satisfied with their activities in homemaking and helping husbands. Other activities varied according to age and educational levels and were engaged in for personal satisfaction and gratification. Definite relationships were established between educational levels and continuing education plans, non homemaking activities, and importance of roles outside of the home. Relationships were also found between college major and satisfaction with higher education, volunteer work, and nature of present occupation. Adult education attracted the most women in comparison with other educational experiences. Among the 46-50 year olds, particularly, negative attitudes were observed toward all activities except jobs and helping husbands. This Ed.D. thesis is available from University Microfilms, Ann Arbor, Mich. Microfilm $3.45. Xerography $12.15. 266 pages. (author/pt)

AC 002 390 E THE CHANGING ROLE OF WOMEN AND ITS IMPLICATIONS FOR HOME ECONOMICS EDUCATION. (M.S. thesis). Fisher, Nanette Hunt City Univ. of New York, N.Y. Hunter Coll. 62 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *home economics education, *educational needs, *females, *role perception evaluation, socioeconomic influences, attitudes, educational background, family life, homemaking education, working women, masters theses, surveys Hunter College,

ABSTRACT

This study, based on the hypothesis that preparation for marriage is inadequate in our society, includes a survey of literature relating to the educational needs of modern women and the proper role of home economics education, together with results of a survey of Hunter College home economics majors and other women regarding problems in family living. The changing role of women and the role conflicts that frequently arise are discussed with reference to such factors as increasing educational privileges and economic independence, greater equality and competition between the sexes, the strong emphasis on success and material achievement in our society, and inconsistencies between the career and marriage plans of educated women. Findings suggest that, while skills in housekeeping and home management are vital to effectiveness and self fulfillment both in the home and in outside employment, concern with the less tangible areas of family living increases with greater education. The document includes an appendix and 59 references. This M.S. thesis in education is available from Hunter College, 695 Park Avenue, New York, N.Y. 10021. 63 pages. (ly)

AC 001 539 E THE ROLE OF EXTENSION EDUCATION IN A CHANGING COMMUNITY. A PROGRESS REPORT OF RESEARCH CONDUCTED IN THE STATE OF COLORADO. Alers-Montalvo,
ED 014 639 Manuel * and others. Colorado State Univ., Fort Collins. Cooperative Ext. Service. AUG 66 EDRS PRICE MF-$0.25 HC-$1.76 44p.

TERMS: *housewives, *high school students, *educational needs, *community leaders, *population distribution, extension agents, land grant

ABSTRACT: The Cooperative Extension Service of Colorado is conducting a study, in Jefferson, Washington, and Huerfano counties, to assess problems, needs, or wants in areas of accelerating population loss or gain, to develop experimental educational programs, and to evaluate means of organizing and applying the Extension Service to the best advantage. This report (for 1963-1965) presents a partial analysis of information given by housewives on family and community needs, by leaders on community needs, and by high school sophomores on the needs of youth. Relationships were also sought between age, education, and occupational status, and perceived problems or needs. Except in Huerfano County, younger age, more education, and higher occupational status correlated with strong interest in family needs. However, no such consistent relationships emerged in regard to interest in various community needs. High school boys tended to favor mechanical skills, while the girls favored developmental tasks. Problems for consideration in the next phase of the study will center on criteria for selecting programs relevant to the whole community, and ways of surmounting administrative and educational obstacles. (The document includes 61 charts and numerous photos.) (ly)

SECONDARY TERMS: universities, program planning, community services, homemaking education, recreational activities, cultural activities, skill development, developmental tasks, family life, community problems, socioeconomic influences, sex differences, statistical data, surveys, youth clubs, church programs, Cooperative Extension Service, Colorado, AC 001 033 C THE EDUCATION OF WOMEN FOR SOCIAL & POLITICAL LEADERSHIP (A symposium at Southern Methodist Univ., Dallas. 67 97p.

TERMS: *citizen participation, *citizenship responsibility, *womens education, *leadership, *motivation,

ABSTRACT: To help the woman student understand and value herself in her multiple role of homemaker, citizen, and volunteer or paid worker, and to face realistically the choices involved in choosing her life pattern, a symposium was held to bring together a selected group of articulate women students from Texas colleges and universities and a group of women leaders from education and public affairs. Lectures are included about the demands of political leadership, American women in social and political affairs, psychological roles for women in public affairs, the university's responsibility in educating women for leadership, and the State Commission for Women. A summary of the symposium workshops and panels and a survey of women's motivation to leadership are also included. (jf)

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AC 002 362 E
ED 018 754

EXPLODING THE MYTHS, A REPORT OF A CONFERENCE ON EXPANDING EMPLOYMENT OPPORTUNITIES FOR CAREER WOMEN (University of California Extension, Los Angeles, December 3, 1966) Keyserling, Mary Dublin U.S. Department of Labor, Women's Bureau, Washington, D.C. California Univ., Los Angeles. University Extension 67 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *working women, *females, *employment opportunities, *employment problems, *discriminatory attitudes (social), sex differences, child care, salaries, family environment, professional occupations, technical occupations, part time jobs,

ABSTRACT

Purposes of the conference on employment opportunities for career women were to explore means by which opportunities can be expanded for the training and employment of women in professional and technical jobs, to stimulate the expansion of continuing education programs so that every woman can find the training she may want and need in order to assume or resume her place in the working world, to direct attention to some of the myths held by both men and women which affect the opportunities offered to women and their aspirations, and to serve as a prototype and stimulus for future conferences on these issues. Opportunities for women in education, labor, public relations and science, difference in career attitudes between high school girls and boys, and social prejudice against working women as reflected in their salaries and status were among the subjects discussed. Discussion groups reviewed such problems as child care, career counseling, part time employment, education, attitudes of the business community, and sociocultural factors. Appendixes list the occupations and affiliations of the participants. **This report is available from the U.S. Government Printing Office, Washington, D.C. 67 pages. Report 0-269-376.** (aj)

AC 002 538 JE

WOMEN'S WORK: ECONOMIC GROWTH, IDEOLOGY, STRUCTURE. Wilensky, Harold L. DOCUMENT NOT AVAILABLE FROM EDRS. In Industrial Relations; v7 n3 p235-48 May 1968 14p.

TERMS: *WORKING WOMEN; *EMPLOYMENT OPPORTUNITIES; *ECONOMIC DEVELOPMENT; *FOREIGN COUNTRIES; *DEVELOPED NATIONS; SOCIAL VALUES; CULTURAL FACTORS; COMPARATIVE ANALYSIS; INCOME LEVEL; RESEARCH METHODOLOGY; STATISTICAL DATA

ABSTRACT: An analysis of 34 nations classified by feminist ideology (strongly or less strongly egalitarian), per capita income, and job opportunities for women has reveale that nonagricultural labor force participation by women in the richest countries varies somewhat by ideology but that the most industrialized countries have the highest rates. Moreover, despite the influx of women into many career areas in the United States, the Soviet Union, and elsewhere, it is still rare in any industrial nation to find women in positions of great authority. Women are increasingly motivated to work but, because of long weekly schedules and ambivalent feelings about work outside the home, they tend to seek shorter, more flexible hours and to enter traditionally feminine fields. Barring radical changes in family and economic life, the traditional division of labor by sex will persist along with slowly rising labor force participation by women. The document includes two tables and an appendix. (ly)

C 002 536 JI PATTERNS OF FEMALE LABOR FORCE ACTIVITY. McNally, Gertrude B. DOCUMENT NOT AVAILABLE FROM EDRS. In Industrial Relations, v7n3 p204-18 May 1968 15p.

ERMS: *WORKING WOMEN; *EMPLOYMENT PATTERNS; *OCCUPATIONS; *SALARY DIFFERENTIALS; *ECONOMIC CLIMATE; STATISTICAL DATA; RESEARCH; FAMILY STATUS; MARITAL STATUS; INCOME; SEX DIFFERENCES; LABOR FORCE Title 1 Civil Rights Act of 1964

BSTRACT: Labor force participation by women, especially married and mature ages 45-64) women, has increased greatly since 1947. Job opportunities have shifted arkedly from blue collar to white collar, and the proportion of women with some independent ncome has risen by half. Most labor force studies have shown that prosperity and high ncome bring significant increases in the female labor force, partly in accordance with such ariables as age, race, family status, education, husband's income, availability of jobs mploying women, and possible earnings. Women are still gaining in numbers in the labor orce, mainly in professional, managerial, sales, service, clerical, and light industrial ccupations where they are already well established. Surveys and studies of income ifferentials between men and women within occupations, and action under Title VII of the ivil Rights Act of 1964, also suggest that job discrimination by sex is still a serious roblem. (Five tables are included. (ly)

AC 002 535 JI PAYCHECK AND APRON--REVOLUTION IN WOMANPOWER. Ginzberg, Eli DOCUMENT NOT AVAILABLE FROM EDRS. In Industrial Relations; v7 n3 p193-203 May 1968 11p.

TERMS: *WORKING WOMEN; *EMPLOYMENT TRENDS; *AGE DIFFERENCES; *INCOME; *EDUCATIONAL BACKGROUND; MARITAL STATUS; FAMILY STATUS; OCCUPATIONS; LABOR FORCE; STATISTICAL DATA; PART TIME JOBS

ABSTRACT: Postwar data on women in the labor force reveals the following: (1) except for those with young children, women tend to be employed outside the home; (2) likelihood of employment rises with educational level; (3) although middle-income women are less likely to work, many do; (4) part-time or part-year employment is the rule; (5) wives' earnings help put many families into the middle income bracket; (6) women from 45 to 55 are in the age group most employed; (7) women in the childbearing years (25-35) show rising rates of labor force participation; (8) growth of the service sector and lower percentages of young men entering the labor force have spurred the postwar employment of women; (9) women's employment is expected to continue to rise for all age groups between 20 and 64; and (10) women are still highly concentrated in relatively low-paying service and clerical occupations. Changes in education and training, career development, and personnel policy are needed, together with attention to child care centers, unions and wages for women, and the family as the unit of employment. (ly)

AC 002 537 JI THE SEX-LABELING OF JOBS. Oppenheimer, Valerie K. DOCUMENT NOT AVAILABLE FROM EDRS. In Industrial Relations; v7 n3 p219-34 May 1968 16p.

TERMS: *WORKING WOMEN; *OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *SEX DIFFERENCES; *CLASSIFICATION; OCCUPATIONAL MOBILITY; JOB TENURE; SUBORDINATE RELATIONSHIP; DISCRIMINATORY ATTITUDES (SOCIAL); CAREER PLANNING; STATISTICAL DATA; SALARY DIFFERENTIALS

ABSTRACT: Data gathered between 1900 and 1960 on job opportunities for women show increases in occupations at least 70% female and in jobs outside private household wor and factory employment. However, occupations largely female in 1900 generally remained so in 1960. Allowing for difficulties in judging the extent of sex labeling in the world of work, several factors have been found to contribute to the development and persistence of this trend: labor costs and availability, skilled cheap labor (as in much sales and clerical employment and in nursing, teaching, and librarianship), the intermittent participation of women in the labor force, difficulties in mixed work groups having women supervisors, sex-linked characteristics (attribution of physical strength to men and patience and dexterity to women), and limited career motivation and geographical mobility on the part of many women. The document includes three tables. (ly)

AC 000 879 I WORK LIFE EXPECTANCY AND TRAINING NEEDS OF WOMEN (Manpower report, 12, May, 1967). Garfinkle, Stuart H. U.S. Dept. of Labor. Manpower Administration. MAY 67 10p.

TERMS: *work life expectancy, *vocational retraining, *marital status, *statistical data, *females, job training, labor force,

ABSTRACT: The number of women in paid work activities increased from 14 million in 1940 to about 27 million in 1965, and will apparently continue in the years ahead. Women constitute one-third of the American labor force. The work life expectancy of women depends on their marital status, the number and ages of children, and the economic condition of the family. There is a need to develop special programs designed to maximize the working potential of women who choose to work and to facilitate their entry or reentry into jobs. (6 tables) (sg)

AC 001 669 E WASHINGTON OPPORTUNITIES FOR WOMEN, A GUIDE TO PART-TIME WORK AND
ED 014 675 STUDY FOR THE EDUCATED WOMAN. Weisl, Reyna, ed. * and others.
67 DOCUMENT NOT AVAILABLE FROM EDRS 182p.
TERMS: *females, *career opportunities, *educational opportunities, *womens education, teaching, linguistics, library services,

ABSTRACT: Employment and continuing education opportunities in Washington are outlined for college educated women who have lessening family responsibilities and want to return to school, discover new areas of volunteer service, or find a suitable part-time or temporary job. Paid and volunteer jobs in government, the arts, languages, librarianship, health and medicine, law, business and finance, social science research, engineering, mathematics, and the physical sciences, communications, urban planning, and all levels of teaching are described in depth. Educational institutions (almost all in the Washington-Baltimore area) are suggested, and sources of financial aid, other forms of adult education, and additional information are also noted. (The document includes guidelines for preparing resumes and for setting personal educational objectives.) (This document is available, for $2.00, from Robert B. Luce, Inc., Washington, D.C.) (author/ly)

SECONDARY TERMS: fine arts, health occupations, part time study, welfare services, part time jobs, communications, mathematics, physical sciences, social sciences, public relations, business, engineering, city planning, research opportunities, government employees, Washington,

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AC 001 204FI PRELIMINARY STUDY OF PROFESSIONAL CONTRIBUTIONS AND PRODUCTIVITY OF
ED 013 458 WOMEN WITH DOCTORATES. Simon, Rita J. * Clark, Shirley M. Illinois Univ., Urbana BR-5-8189 66 EDRS PRICE MF-$0.25 HC-$1.68 40p.
TERMS: *females, *doctoral degrees, *productivity, sciences, **education**, humanities, questionnaires,

THE RELATIVE PRODUCTIVITY OF WOMEN PH.D'S WAS STUDIED BY COMPARING THE TEACHING AND RESEARCH CONTRIBUTION OF RECENT PH.D'S IN FOUR CATEGORIES/ (1) MARRIED WOMEN WITH PH.D'S WHOSE HUSBANDS ARE EMPLOYED AT UNIVERSITIES WITH NEPOTISM RULES, (2) MARRIED WOMEN WITH PH.D'S WHOSE HUSBANDS ARE NOT ON UNIVERSITY FACULTIES OR ARE EMPLOYED AT UNIVERSITIES WITHOUT NEPOTISM RULES, (3) UNMARRIED WOMEN WITH PH.D'S, AND (4) MEN WITH PH.D'S. THE FEMALE SAMPLE STUDIED WAS OBTAINED FROM LISTINGS AVAILABLE IN THE INDEX OF AMERICAN DOCTORAL DISSERTATIONS FOR THE PAST SIX YEARS IN THE PHYSICAL AND BIOLOGICAL SCIENCES, SOCIAL SCIENCES, HUMANITIES, AND EDUCATION. THE MALE SAMPLE WAS OBTAINED FROM THE SAME SOURCE BY SELECTING EVERY NTH NAME. THE MALE SAMPLE WAS ONE-THIRD THAT OF THE FEMALE SAMPLE BUT THE SAME PROPORTION WAS MAINTAINED IN MAJOR FIELDS. ABOUT 60 PERCENT OF THE MEN AND WOMEN RESPONDED TO A QUESTIONNAIRE. APPROXIMATELY 15 PERCENT OF THE MARRIED WOMEN BELIEVE THAT THEIR CAREERS HAVE BEEN HURT BY ANTI-NEPOTISM REGULATIONS. TEACHING DUTIES OCCUPY THE TIME OF MOST RESPONDENTS. UNMARRIED WOMEN ARE AS LIKELY TO HOLD ASSOCIATE OR FULL PROFESSORSHIPS AS MEN. MEN EARNED MORE THAN WOMEN, AND UNMARRIED WOMEN EARNED MORE THAN MARRIED WOMEN. THE MEAN NUMBER OF ARTICLES PUBLISHED BY WOMEN WHO CLAIMED TO BE AFFECTED BY ANTI-NEPOTISM RULES IS HIGHER THAN THE MEAN FOR OTHER WOMEN AND FOR MEN. (SK)

AC 002 217ME AN ANALYSIS OF SELECTED FACTORS RELEVANT TO THE EMPLOYMENT
STATUS IN BUSINESS OFFICES OF MARRIED WOMEN COLLEGE GRADUATES
(Ed. D. thesis). Beck, Esther Lily Indiana Univ., Bloomington
63 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *working women, *college graduates, *employment level, *marital status, *business, performance factors, individual characteristics, employment practices, work experience, interviews, business education, job tenure, socioeconomic status, social maturity, surveys, doctoral theses, motivation, organization size (groups),

ABSTRACT

An analysis of factors that hindered or impeded the occupational advancement of college women were grouped around the four areas of personal and socioeconomic backgrounds, characteristics of the positions held by the women, business policies and practices of employing firms, and points of view expressed by the women about their experiences. Data were obtained through interviews with 62 women employees and 37 company representatives at 27 firms having 100 or more office workers. A modified case method approach obtained information since the women's college graduation. It was found that 15 women were ranked as managers, 39 as supervisors, and 8 as routine workers. Factors influential in attaining a managerial level were--supplementary training past the undergraduate degree, continuance with the firm, a high socioeconomic status, a relatively small employing firm, and maturity and poise. It was concluded that post graduate education is the most important factor determining employment status. This document is available from University Microfilms, Ann Arbor, Mich. Order No. 64-5119. Microfilm $3.50. Xerography $12.40. 271 pages. (author/pt)

AC 000 216 E OPPORTUNITIES FOR WOMEN THROUGH EDUCATION, CONFERENCE-WORKSHOP
ED 017 773 PROCEEDINGS (University of Michigan, Ann Arbor, March 16, 1965).
Michigan Univ., Ann Arbor. Ctr. for Cont. Educ. of Women Nov 65
EDRS PRICE MF-$0.75 HC-$6.12 151p.

TERMS: *university extension, *womens education, *adult education programs, *employment opportunities, teaching, social work, health occupations,

ABSTRACT: A conference on opportunities for women emphasized the educational and training requirements for employment in the fields of teaching, social work, health scienc mathematics, physical sciences, engineering, and library science, and opportunities for continuing education in undergraduate liberal arts. The morning address described the Sarah Lawrence College Center for Continuing Education, its consultative service, special graduate and professional schools, and research. Deans of the University of Michigan School of Medicine, Social Work, and Education commented on opportunities for women in their fields. A report from the United States Civil Service Commission urged attention to projected federal career goals, contacts with placement personnel, and emphasis on ideals of service. The workshop address focused on specific jobs and professional areas, with questions and discussion largely devoted to admission criteria, costs, certification, and course scheduling. An annotated bibliography of books on women's reintry into the workforc is provided as well as lists of booklets and magazine articles available in local libraries. (ly)

SECONDARY TERMS: general education, physical sciences, engineering, library science, educational counseling, continuing education centers, Sarah Lawrence College,

000 356 I A STUDY OF THE ASPIRATIONS OF MARRIED WOMEN COLLEGE GRADUATES. Lyon, Rhee
012 345 Northwestern Univ., Evanston, Ill. BR-5-8357 10 Jan 67 OEC-3-6-058357-0844
EDRS PRICE MF-$0.50 HC-$3.16 77p.
RMS: *aspiration, *college graduates, *females, *marriage, *occupational choice,
employment, attitudes, degrees (titles), graduate surveys, individual

STRACT: The purposes of this study were to determine what happens to career ambitions
ter the college girl marries, whether interests and ambitions change in specific
rections during marriage, and in what ways married women with career ambitions differ from
ose with none. Respondents to a forced-choice questionnaire were 310 members of the
erican Association of University Women 25 to 45 years of age. They were classified by one
five career interest categories--negative workers, positive workers, career-oriented
usewives, satisfied housewives, and ambivalent housewives. These categories were
nstructed from answers to questions concerning current work status, importance of
reer, status seen as most satisfactory now and in ten years, and current degree of
tisfaction. Significant relationships existed between career interests and type of
llege attended, academic distinction as an undergraduate, career plans as a senior,
ssession of graduate degree, marital status, age, and comparison of own with husband's self-
lfillment. Both part-time and full-time resumption of employment was popular as a
sired projected status but not in the highest professions. Mental health professions,
llege teaching, and educational specialties were popular as "up-grading" choices and arts-
amour-service as ideal fields. The findings indicated that it will soon become conventional
r middle-class college women to return to work after 10 to 15 years of marriage. (RIE)
CONDARY TERMS: characteristics, questionnaires, American Association of University Women,

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001 620 E WOMEN UNIVERSITY GRADUATES IN CONTINUING EDUCATION AND EMPLOYMENT,
D 014 657 AN EXPLORATORY STUDY INITIATED BY THE CANADIAN FEDERATION OF UNIVERSITY
WOMEN 1966 and LA FEMME DIPLOMEE FACE A L'EDUCATION PERMANENTE ET AU
MONDE DU TRAVAIL. Cockburn, Patricia * Raymond, Yvonne R. Canadian
Federation of University Women, Toronto. 67 DOCUMENT NOT AVAILABLE
FROM EDRS 197p.
RMS: *college graduates, *females, *professional continuing education, *national
surveys, *employment patterns, womens education, research

STRACT: To measure the employment potential of Canadian women university graduates,
interest government in retraining professional women, and to assess the interest
women in continuing their university education, a mail survey was made of 10,000
mbers of the Canadian Federation of University Women, 500 non-member graduates,
d 850 French-speaking women graduates. There was an overall response rate of 40
rcent. Data were gathered on age, marital status, family income level, provincial
stribution, employment and educational background, second language fluency, and
ans for taking university credit or noncredit courses, part-time or full-time,
d subject fields of interest. A felt need appeared for vocational counseling, changes
the income tax structure, more part-time jobs, and domestic help. Universities
ould be less rigid and provincial in admission requirements and in making provision
r part-time study. Programs should be more stimulating and provisions for financial
lp and child care should be made. Educational authorities and institutions, business
d industry, should join with government research departments in further research
women graduates. (This document is available, for $5.00, from University of Toronto
okstores, Front Campus, Toronto 5, Ont.) (aj)
CONDARY TERMS: needs, educational background, counseling services, part time

AC 001 894 E JOB HORIZONS FOR COLLEGE WOMEN (Revised edition) Terlin, Rose U.S.
ED 015 429 Department of Labor. Women's Bureau. Bull-288-Rev 67 DOCUMENT
NOT AVAILABLE FROM EDRS. 92p.
TERMS: *working women, *college graduates, *career planning, *career opportunities, *professional occupations, educational background,

ABSTRACT: Detailed information is provided on a variety of professions for women. Educational requirements, job opportunities and responsibilities, estimated salaries, and opportunities for advancement are discussed in such occupations as accountant, home economist, engineer, occupational therapist, nurse, scientist, real estate agent and broker, statistician, and medical technologist. Women are working in increasing numbers because of economic necessity or for their own personal satisfaction. They earn their highest incomes in occupations requiring above average educational preparation, and in fields with smaller numbers of women. Most professional workers are employed by educational institutions, government agencies, private industry, and nonprofit organizations. The importance of continuing education is stressed, as a graduate degree becomes increasingly important for professional advancement. Sources of fellowships and loans are listed. Tables and charts show data on degrees earned, occupations, and educational levels of working women. (This document, 0-257-826, is available from the Superintendent of Documents, U.S. Government Printing Office, Washington 20402, for 35¢) (pt)
SECONDARY TERMS: income, financial support, statistical data, graduate study, employment qualifications, professional continuing education, self actualization, economic disadvantagement, family role, academic achievement, salaries,

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AC 002 036 E CAREERS FOR COLLEGE WOMEN, A BIBLIOGRAPHY OF VOCATIONAL MATERIALS.
ED 016 933 Watermulder, Georgia P. Michigan Univ., Ann Arbor. Ctr. for Cont. Educ. for Women Jan 68 DOCUMENT NOT AVAILABLE FROM EDRS.
TERMS: *bibliographies, *females, *college graduates, *career opportunities, professional occupations, working women, costs,

ABSTRACT: This bibliography lists current pamphlets and brochures on occupations for college-trained women. They are organized by jobs and date and price are given when available. Many government agencies and industrial personnel departments provide free literature. To locate material by field of study, a cross reference index is provided. A sample letter for ordering materials is included. The document is available, for $1.00, from The University of Michigan Center for Continuing Education of Women, 330 Thompson Street, Ann Arbor, Mich. 48108 (pt)

C 002 407 E WOMEN IN THE LABOR FORCE, FACTS AND FIGURES and LA MAIN-D'OEUVRE FEMININE,
D 018 767 FAITS ET DONNEES. Canada Dept. of Labour, Ottawa. Women's Bureau Apr 68
DOCUMENT NOT AVAILABLE FROM EDRS.
ERMS: *labor force, *females, *employment statistics, age groups, occupations, marital status, geographic regions, statistical data, Canada,

ABSTRACT

The statistics in this bulletin are based on the Special Tables published by the Dominion Bureau of Statistics, Special Surveys Division, data for which are obtained from a monthly sample survey of about 35,000 households. Tables are women in the population and in employment, increase in population and in employment, regional distribution of women in the labor force, women in the labor force by age group, labor force participation rates of women by age group, female population 14-19 and 65 years and over, with participation rates, distribution of women by marital status, percentage distribution of women by marital status, employed persons by number of hours worked, percentage of women workers in selected industries, and percentage of women workers in selected occupational groups. There are charts of the population and labor force in Canada 1957, 1962, and 1967, and female population and labor force by marital status, 1962-1967. Most tables cover the years 1962-1967, with occasional reference to 1957. This document is available from the Women's Bureau, Canada Department of Labour, Ottawa 4. 32 pages, including the text in French. (aj)

AC 002 530 E RESOURCES FOR THE EMPLOYMENT OF MATURE WOMEN AND/OR THEIR CONTINUING EDUCATION; A SELECTED BIBLIOGRAPHY AND AIDS. Elkins, Anna, comp.
Federation Employment and Guidance Service, New York EDRS PRICE $.25,
MF $1.16 27p. Oct 66
TERMS: *ANNOTATED BIBLIOGRAPHIES; *FEMALES; *EDUCATIONAL OPPORTUNITIES; *EMPLOYMENT OPPORTUNITIES; *WOMENS EDUCATION; ADULT EDUCATION PROGRAMS; FEDERAL GOVERNMENT; GUIDANCE COUNSELING; EQUIVALENCY TESTS; VOCATIONAL RETRAINING; CORRESPONDENCE STUDY; VOLUNTEERS; RESEARCH; PROGRAMED INSTRUCTION; AUDIOVISUAL AIDS; CREDIT COURSES; EMPLOYMENT TRENDS

ABSTRACT

This annotated bibliography of current sources of information on employment and continuing education for women is divided into sections on background facts (including publications on the socioeconomic status and characteristics of women), conferences and workshops on women workers, employment opportunities in the Federal government, employment of mature college and noncollege women, guidance, counseling, and occupational information, job hunting aids, research on poverty, employment, and aging, small business aids and source materials, the status of working women, training to upgrade skills, volunteer work, continuing education, programed self-instruction and audiovisual materials, correspondence study, special college and noncollege credit programs. (ly)

AC 000 286
ED 003 416

A CONFERENCE TO ENLIST THE PARTICIPATION OF FIFTY INSTITUTIONS OF HIGHER EDUCATION IN SPECIFIC RESEARCH AND DEVELOPMENTAL PROGRAMS TO PREPARE WOMEN FOR PRODUCTIVE EMPLOYMENT. Lloyd, Betty Jane Carnegie Inst. of Tech., Pittsburgh, Pa. CRP-F-050 EDRS PRICE MF-$0.50 HC-$4.36 109p. 64

TERMS: *adult education programs, *colleges, *conferences, *curriculum development, *employment, *part time jobs, womens education, females, instructional materials, vocational counseling,

CONFERENCE OBJECTIVES WERE THREEFOLD--(1) THE PREPARATION OF PLANS TO REACH THE UNDERGRADUATE WOMAN AND MOTIVATE HER TO PLAN REALISTICALLY FOR COMBINING FAMILY AND WORK IN THE SUCCESSIVE PHASES OF HER LIFE, (2) THE DEVELOPMENT OF A MECHANISM FOR CATALOGING EXISTING PART-TIME COURSES ON CAMPUS AND EXISTING MATERIALS FOR HOME USE SO THAT THIS INFORMATION CAN BE DISSEMINATED FOR INSTITUTION DEVELOPMENT OF EXPERIMENTAL MATERIALS AND COURSES, AND (3) PROCEDURE DESIGN FOR INCORPORATING IN THE PLACEMENT OFFICES THREE PILOT COLLEGE VOCATIONAL ADVISERS. CONFERENCE DISCUSSION GROUPS WERE FORMED TO REVIEW THE LATEST THINKING FROM 50 INSTITUTIONS CONCERNING THESE PROBLEMS. MAJOR FINDINGS WERE (1) ON-CAMPUS ADMINISTRATIVE AND ACADEMIC EFFORTS SHOULD BE CONDUCTED TO REACH AND MOTIVATE THE UNDERGRADUATE IN LIBERAL ARTS, (2) ON- AND OFF-CAMPUS EFFORTS SHOULD BE PLANNED AND IMPLEMENTED TO OFFER INTELLECTUAL STIMULATION AND DIRECTION TO GRADUATES DURING THE EARLY "FAMILY YEARS," (3) CONTINUING EDUCATION FOR CREDIT SHOULD BE OFFERED IN OFF-CAMPUS COURSES, (4) CONTINUING EDUCATION FOR CREDIT SHOULD BE OFFERED ON CAMPUS AND IN EXTENSION PROGRAMS, (5) A COUNSELING SERVICE SHOULD INCLUDE CONTINUED COUNSELING IN THE ACADEMIC AND VOCATIONAL REALM AS WELL AS A RECIPROCAL PLACEMENT SERVICE, AND (6) A CLEARINGHOUSE OPERATION SHOULD BE ESTABLISHED FOR COMMUNICATION BETWEEN INSTITUTIONS IN THE DISSEMINATION OF INFORMATION. (HO)

AC 002 534 JI

INTRODUCTION: WOMEN IN THE LABOR FORCE. Gordon, Margaret S. DOCUMENT NOT AVAILABLE FROM EDRS. In Industrial Relations; v7 n3 p187-92 May 1968 6p.

TERMS: *EMPLOYMENT PATTERNS; *EMPLOYMENT OPPORTUNITIES; *WORKING WOMEN; *MARRIAGE; *PROFESSIONAL OCCUPATIONS; AGE GROUPS; EDUCATIONAL BACKGROUND; LABOR FORCE

ABSTRACT: Despite great improvement in the position of working women in this century, major problems remain, principally the relatively low representation of women in professions requiring extended graduate study and the seriously inadequate education and training of many young mothers. As compared to college graduates, women with some postgraduate education are at less of an income disadvantage than men with some postgraduate education. However, in absolute terms, the earning power of women as a whole is limited by early marriage, lower career aspirations, relatively low labor force participation (including much part-time employment), and discrimination against women in professional schools and in professions. Included are pertinent statistics on professional employment, educational attainment, early marriage, illegitimate births, and access to child care. (ly)

C 000 638 E NEW PATTERNS OF EMPLOYMENT, PROCEEDINGS OF THE CONFERENCE-WORKSHOP
D 019 538 (Center for Continuing Education of Women, University of Michigan, Ann Arbor, March 27, 1966). Michigan Univ., Ann Arbor. Center for Continuing Education of Women Oct 66 EDRS PRICE MF-$0.75 HC-$6.24 154p.
ERMS: *career opportunities, *employment patterns, *part time jobs, *working women, *college graduates, employer attitudes, occupational surveys, females, bibliographies, statistical data,

BSTRACT

The Center for Continuing Education of Women at the University of Michigan t its second conference explored promising fields of employment for college rained women, particularly those who could work only part time. Speakers resented a nationwide view of women in the labor market, described the Atomic nergy Commission's program in hiring women, speculated on reasons for imitations to women's career opportunities, and spoke of the need for ccommodation to change, pointing out major revolutions affecting the current arket. Panels consisting of employers from business, government, and nstitutions of higher education discussed writing, editing, and librarianship, ollege teaching and adult education, research in the social sciences and umanities and in physical and biological sciences, and administrative and staff ositions. A progress report since the inception of the Center in September 1964 nd a list of staff and committees comprise a preface. Appendixes include a tudy of Ann Arbor's local opportunities for women, tips on preparing resumes, bibliography of recent and locally available publications on women's career pportunities, and a roster of attendees. (rt)

C 001 203FI SEX AS A PERSONALITY FACTOR IN THE VOCATIONAL ADJUSTMENT OF WOMEN.
D 012 497 Vincent, Jane Mar 67 EDRS PRICE MF-$0.25 HC-$0.32 8p.
ERMS: *females, *role perception, *sex (characteristics), *vocational counseling, personality studies, American Personnel and Guidance Association,

THE IDENTITY CRISIS EXPERIENCED BY THE AMERICAN WOMAN, HER SEX AS A PERSONALITY PATTERNING AGENT, AND HER SUCCESS OR FAILURE IN THE DEVELOPMENT OF A VOCATIONAL SELF-CONCEPT AS IT IS EXPRESSED THROUGH OCCUPATIONAL ROLES ARE EXAMINED. DURING AN 8-YEAR PERIOD, RESPONSES TO AN OPINION QUESTIONNAIRE (WITH INTERVIEW FOLLOWUPS) WERE GATHERED FROM 300 PEOPLE. THESE REVEAL THAT WOMEN PREFER TO BE SUPERVISED BY, AND WORK BETTER FOR, MEN. THEY DO NOT ACCEPT FEMALE AUTHORITY IN MANY SITUATIONS. THEY ARE MORE TOLERANT OF MISTAKES MADE BY MALE SUPERVISORS. BOTH MEN AND WOMEN FELT THAT WOMEN HAD DIFFICULTY WITH SUPERVISORY POSITIONS BECAUSE THEY HAVE NOT LEARNED HOW TO USE AUTHORITY. MORE THAN 75 PERCENT OF THE RESPONDENTS CHARACTERIZED THE AVERAGE FEMALE AS BEING EMOTIONALLY UNSTABLE, OVERLY COMPETITIVE, INSECURE, AND PREOCCUPIED ON THE JOB WITH HOME RESPONSIBILITIES. THE SUCCESSFUL WOMAN "BEHAVED MORE LIKE A MAN" WHEN SHE WAS SECURE, POLITE, CALM, CASUAL, AND LOGICAL. THE STUDY CONCLUDES THAT SOME DEFINITION OF A FUNCTIONAL MODEL WHICH WOULD ENABLE WOMEN TO OPERATE IN A MAN'S WORLD IS NEEDED. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 1967). (AO)

AC 002 172MI A FACTORIAL ANALYSIS OF THE VOCATIONAL INTERESTS OF TWO HUNDRED ADULT FEMALE STUDENTS. (Ed.D. thesis) Arns, Josephine Temple Univ., Philadelphi Pa. 58 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *factor analysis, *vocational interests, *females, *adult students, personality tests, research criteria, environmental criteria

ABSTRACT: Vocational interest factors were identified and measured by an estimate of factor loadings on individual inventory items of the Temple Vocational Inventory. The first part of research was the development of a new vocational interest inventory based on job titles and action-verb phrases contained in job definitions in the Dictionary of Occupational Titles. Personality items from inventories developed by Guilford and Martin, and Guilford and Zimmerman, and environmental and associational items developed by Miner, were included. Two hundred women students in Temple University evening and day classes, 145 vocationally experienced and 55 inexperienced, responded to the 300 items on the inventory. The age range was from 20 to over 50 years, with a slight majority of women in the 20-29 year age group. Seven basic interest factors were identified in this order--clerical, agriculture-outdoor, technical, professional service, aesthetic, personal service, and health service. The 300 items in the inventory were reduced to 93 on the basis of their communalities. All personality and environmental items were deleted on the basis of their not having significant loadings on any of the factors. This document is available from University Microfilms, Ann Arbor, Michigan. L.C. Card No. Mic 58-1972. Microfilm $2.00. Xerox $5.00. 98 pages. (author/pt)

SECONDARY TERMS: employment experience, young adults, clerical occupations, agricultural occupations, technical occupations, professional occupations, cultural activities, service occupations, health services, doctoral theses, Temple Vocational Inventory,

AC 002 165E FUNCTIONAL ORIENTATION OF WISCONSIN FARM WOMEN TOWARDS MASS MEDIA.
ED 018 718 Ross, John E. * Bostian, Lloyd R. Wisconsin Univ., Madison.
College of Agriculture Dept. of Agricultural Journalism Aug 65
EDRS PRICE MF-$0.25 HC-$1.72 41p.
TERMS: *mass media, *rural areas, *information sources, *housewives, *recreation, evaluation, surveys, individual characteristics, social status, radio, television, rating scales, decision making, statistical data, viewing habits, reading habits, leisure time, periodicals, newspapers, Wisconsin,

ABSTRACT

The study was set up in 1963 chiefly to identify the functions of various mass media and their relative importance to the audience (a sample of Wisconsin farm women). The farm women were in contact with mass media an average of six or seven hours daily. Based on earlier data (1957) it appeared that the proportion of homes with television, women's magazines, and general magazines had risen, while the proportion taking weekly newspapers had decreased. Total responses to direct questions stressed information as the function of mass media, followed by entertainment, social contact, and companionship. However, responses to projection questions stressed entertainment slightly more than information. Prestige ratings favored farm magazines and news and public affairs broadcasting. Farm and women's magazines ranked highest, and television and weekly newspapers lowest, as information sources. Television was most often specified, and farm magazines and weekly newspapers least often specified, for entertainment. Newspapers led in terms of social contact. Radio (with only 11 percent of the sample) was the leading medium for companionship. Findings suggest that these farm women rely heavily on mass media but that the media are used in an interlocking fashion with no one medium serving a given purpose exclusively. The document includes 29 references. (ly)

AC 002 164 E INFORMATION SEEKING, OPINION LEADERSHIP, AND SENSE OF
ED 017 865 POWERLESSNESS FOR DIFFERENT ISSUES. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-12, 1968). White, Shirley A. 68 EDRS PRICE
MF-$0.25 HC-$0.32 6p.
TERMS: *information seeking, *mass media, *interpersonal relationship, gregariousness, interest, informal leadership, working women,

ABSTRACT: A study was made in Nebraska in 1965 to examine the relationship of four independent variables--opinion leadership, interest, gregariousness, and sense of powerlessness--to the extent of information seeking and the ratio of interpersonal to mediate sources, and to determine whether the relationships between the first four and the last two variables hold true for different areas. Data were collected by personal interviews with over 400 persons. As predicted, the degree of information seeking and of recourse to interpersonal sources was positively related to opinion leadership, and interpersonal information seeking correlated positively with interest in specific issues (women working and taxation). However, the extent of information seeking and of recourse to interpersonal sources were negatively related to the sense of powerlessness only on the taxation issue, and the extent of information seeking failed to correlate positively either with the degree of issue interest or with gregariousness on the issue of women working. Moreover, use of interpersonal sources was not positively related to gregariousness on either issue. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (ly)
SECONDARY TERMS: taxes, investigations, communication (thought transfer), human resources, individual power,

AC 002 032 E SOCIAL AND PSYCHOLOGICAL PREDICTORS OF INFORMATION SEEKING AND MEDIA USE,
ED 017 819 A MULTIVARIATE RE-ANALYSIS. Report. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Rees, Matilda B. * Paisley, William J. Stanford Univ., Calif. Inst. for Communication Res. Sep 67 EDRS PRICE MF-$0.50 HC-$4.96 122p.

TERMS: *information seeking, *statistical data, *statistical analysis, *prediction, sex differences, age groups, income, educational background, reading habits,

ABSTRACT: Using data from a Stanford University study in Fresno, California, a multivariate analysis was made of 25 media use and information seeking behaviors. Seven social-personal and three psychological variables were also considered. Younger adults were most likely to participate in adult education, especially vocational courses and evening classes, and use radio for music and entertainment. Older adults were the ones most likely to read "Readers' Digest" and rely on radio for information. Reading of fiction books and of domestic and fashion magazines (women), and participation in arts and crafts courses (men) and liberal arts (women) were best predicted by sex. Education correlated with reading of books, news magazines, and periodicals in general and with recent public library use. Income and education were strong predictors of newspaper use. Receptivity to new educational media predicted the use of reference books, impersonal information seeking, and independent study. Membership in organizations correlated closely with interpersonal information seeking, and the perception of practical information in media was related to use of "Life" magazine, serious television programs, and specific information seeking. Achievement motivation correlated with nonfiction reading. Implications and alternative approaches were suggested. Included are 52 tables and figures and 28 references. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (ly)

SECONDARY TERMS: group membership, adult education, radio, television viewing, human resources, vocational education, public libraries, independent study, instructional media, achievement need, books, periodicals, newspapers, mass media, Fresno, California,

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AC 002 137 E METHOD ORIENTATION OF ADULTS FOR PARTICIPATION IN EDUCATIVE
ED 017 859 ACTIVITIES. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Blackburn, Donald J. * Douglah, Mohammad A. 68 EDRS PRICE MF-$0.25 HC-$0.96 22p.

TERMS: *adult education, *educational methods, *participant satisfaction, *socioeconomic influences, research, motivation, individual study,

ABSTRACT: This study was undertaken to determine the method orientation of adults (specifically, 611 residents of predominantly rural Columbia County, Wisconsin) for participation in educational activities in vocational education, hobbies and recreation, academic or general education, religion, morals and ethics, home and family life, personal development, current events, public affairs, and citizenship. Group oriented methods included classes, discussion groups, short course or lecture series, and workshops or institutes. Individual methods included taking correspondence courses, studying books or other printed matter, consulting experts or specialists, reading newspapers and magazines, and watching television at home. Certain socioeconomic and psychological background factors were also considered. For the majority of the subject areas, group methods were preferred by the majority of adults. Within subject areas, adults preferring individual methods were more likely to be older, with relatively low educational levels and family incomes, with the highest proportion of individual orientation appearing among women with eight years or less of schooling. (The document includes footnotes and five tables.) This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (ly)

SECONDARY TERMS: statistical data, course content, educational background, group instruction, age groups, rural areas, sex differences, family income,

AC 000 810 I SMALL GROUPS--IN RESIDENCE (In TEACHING AND LEARNING IN ADULT EDUCATION by Harry L. Miller, Macmillan, 1964/123-153). Miller, Harry L. 64 31p.
TERMS: *residential programs, *small group instruction, *program descriptions, *womens education, *interaction process analysis, evaluation, program planning, recruitment, instructional staff, case studies (education) liberal arts, interdisciplinary approach, trainers, Vassar Institute for Women in Business, Vassar College,

ABSTRACT: Part of a larger work on adult education processes and methods, this chapter begins by noting the range of residential education formats and purposes, then assesses the actual and alleged advantages of the residential method, suggests steps for maximizing the potential of this method, and proposes the creation of the role or function of process analyst to help group members to gain insight into learning processes and to explore their own interpersonal relations as an informal part of the curriculum. Problems of sequencing and of proper use of available time are raised. The value of the interdisciplinary approach, coupled with the common backgrounds of participants and the concentrated nature of the experience, and based on a workable balance between administrative planners and academic experts, is indicated. The document includes chapter notes and a condensed description and evaluation of the two-week Vassar Institute for Women in Business, held at Vassar College in August 1956. This document is Chapter 5 in TEACHING AND LEARNING IN ADULT EDUCATION, by Harry L. Miller. The Macmillan Company, New York, 1964. (ly)

AC 002 133JI DROPOUTS FROM ADULT CLASSES IN INDUSTRIAL TRAINING, A RECENT STUDY AT MOTOROLA AEROSPACE CENTER (In TRAINING AND DEVELOPMENT JOURNAL, 22(2)/ 44-56, Feb 1968). Ferguson, Wilburn C. Feb 68 11p.
TERMS: *adult dropouts, *evening classes, *industry, *inplant programs, research, wages, teacher turnover, sex differences, scheduling, teacher qualifications,

ABSTRACT: In a study of 19 voluntary classes held after working hours in an industrial setting involving 380 students, there were 80 dropouts. (For two factors--occupation of students and use of professional instructors--nine semesters, involving 3610 students, were studied.) The dropouts were interviewed and their training records were reviewed. It was found that changing teachers tended to increase dropouts and that instructor preparation and training did significantly effect dropouts. Younger students dropped out more and there was a significant relationship between their occupations and dropouts. But the day of the week class was held had no effect on dropouts, nor did women drop out significantly more than men. Educational level, pay grades, and length of service were not significantly related to dropout. (author/pt)
SECONDARY TERMS: occupations, job tenure, age differences, volunteers,

AC 002 954 I
ED 018 558

COUNSELING GIRLS AND WOMEN--AWARENESS, ANALYSIS, ACTION. Berry, Jane; And Others Missouri Univ., Kansas City Missouri State Dept. of Labor and Ind. Relations Mar 66 EDRS PRICE MF-$0.50 HC-$3.20 78p.

TERMS: *COUNSELING; *FEMALES; *WORKING WOMEN; *WOMENS EDUCATION; EDUCATIONAL COUNSELING; EMPLOYMENT OPPORTUNITIES; INSERVICE PROGRAMS; EMPLOYMENT SERVICES; ANNOTATED BIBLIOGRAPHIES; SOCIAL CHANGE; VOCATIONAL COUNSELING

ABSTRACT:

OBJECTIVES OF THIS GUIDE TO BE USED IN AN INSERVICE TRAINING PROGRAM ARE--(1) TO ALERT COUNSELORS TO SPECIALIZED NEEDS OF GIRLS AND WOMEN, (2) TO PROVIDE A READABLE SOURCE OF BACKGROUND MATERIALS, (3) TO DEVELOP APPRECIATION OF THE ROLE OF THE EMPLOYMENT SERVICE IN COUNSELING GIRLS AND WOMEN, AND (4) TO CREATE AN AWARENESS OF RESEARCH IN THE AREA OF WOMEN'S ROLE IN SOCIETY. THE PERCEPTIVE COUNSELOR ATTEMPTS TO ALERT GIRLS AND WOMEN TO SOCIAL CHANGE AND ITS IMPACT ON WOMEN'S LIVES, FUTURE-ORIENTED OPPORTUNITIES, AND A LIFE PLANNING APPROACH. THE LATTER INVOLVES PLANNING FOR MULTIPLE ROLES DURING DIFFERENT PERIODS OF THEIR LIFE. WOMEN'S EMPLOYMENT FALLS INTO THREE GENERAL PATTERNS--THE CONSTANT EMPLOYEE, THE IN-AND-OUT EMPLOYEE, AND THE NOVICE. ATTITUDES ARE CHANGING TOWARD WOMEN'S ROLES, AND THEY NOW HAVE TO CHOOSE A CAREER OR HOME OR BOTH. RECENT TRENDS IN EDUCATION SHOW THAT THE MORE EDUCATION A WOMAN HAS, THE GREATER ARE THE CHANCES THAT SHE WILL BE WORKING. NEW FIELDS ARE OPENING FOR WOMEN WITH EDUCATION. CONTINUING EDUCATION IS AVAILABLE TO MORE PEOPLE WITH DIFFERENT BACKGROUNDS. A ANNOTATED BIBLIOGRAPHY IS INCLUDED. (MS)

AC 000 948ME ANALYSIS OF SELECTED CHARACTERISTICS OF ADULT EDUCATION INSTITUTE PARTICIPANTS (M.S. thesis). Senturk, Celal. Indiana. Univ., Bloomington. JAN 66 48p.

TERMS: *participant characteristics, *motivation, *information sources, *adult education programs, university extension, masters theses,

ABSTRACT: The purposes of this study were (1) to investigate the reasons that prompted adults to enroll in the Institute in Adult Education and to examine the changes in these reasons over the years, (2) to find out basic characteristics of the participants in terms of age, sex, marital status, church affiliation, occupation, formal schooling, and previous training, and (3) to discover the sources of information through which the participants first learned about the Institute program. Data were gathered from the "Profile Information on Institute Participant, Form I" for the years 1959, 1962, and 1965, 50 cases being selected at random for each year. The chi square test was used to find any significant changes over the years. There were no significant changes in age, (30-40), sex (mostly men), marital status (2/3 married), formal education (B.A. or higher), occupations (mostly professionals or students), and reasons for attending the Institute (to learn more about adult education and its use in their field). There were significant changes in church affiliation, the largest religious group in 1959 and 1962 being the Episcopalians, with none of this group in 1965 but a considerable increase in Baptists and Catholics. There were changes in the information about the Institute given by the religious institutions and offices. Although the majority of participants had had little previous training, there had been changes in one form of training, the lab school. (eb)

SECONDARY TERMS: educational background, occupations, age differences, sex differences, questionnaires, investigations, Indiana Univ., Bureau of A E Studies,

C 000 740FI   COUNSELING TECHNIQUES FOR MATURE WOMEN. REPORT OF THE ADULT COUNSELOR
D 014 106   PROGRAM (JUNE 14-AUGUST 6, 1965). Dolan, Eleanor F. * and others American Assn. of University Women, Washington, D.C. 31 Jul 66 EDRS PRICE MF-$1.75 HC-$18.24 454p.

ERMS: ***adult counseling, *counselor training, *females, *research, adult students, case studies (education), occupational guidance, employment potential, volunteers Minnesota Importance Questionnaire, George Washington University,**

BSTRACT:

THIS PROJECT DETERMINED SUCCESSFUL COUNSELING TECHNIQUES AND THE LENGTH OF TIME NECESSARY TO PREPARE EMPLOYMENT COUNSELORS TO WORK WITH WOMEN 35 TO 54 YEARS OLD, AND PRESENTS A GUIDE TO HELP OTHERS INTERESTED IN SUCH A PROGRAM. RESEARCH WAS CARRIED OUT BY A DIRECTOR, THREE FACULTY MEMBERS WHO PLANNED AND PRESENTED THE EIGHT WEEK CURRICULUM, CONSULTANTS FOR SPECIAL TOPICS, AND 20 WOMEN STUDENTS. THESE PARTICIPANTS HAD CLASSES IN THE MORNING AND COUNSELING EXPERIENCE WITH ADULT WOMEN IN THE AFTERNOON. THE FIRST CURRICULAR AREA EXPLORED THE HISTORY, PLACE IN SOCIETY, PSYCHOLOGY, AND EDUCATION OF THE ADULT WOMAN. IN ALL AREAS, COMPARISONS WITH MEN AND WOMEN OF OTHER AGE GROUPS WERE PROVIDED. PRINCIPLES BASIC TO COUNSELING WERE PRESENTED IN "COUNSELING TECHNIQUES AND PRACTICUM." CONCLUSIONS FROM TAPED INTERVIEWS BETWEEN PARTICIPANTS AND COUNSELEES INDICATED--(1) THERE WAS NO DIFFICULTY IN ESTABLISHING RAPPORT, (2) THE TWO MAJOR COUNSELEE PROBLEMS WERE LACK OF SELF CONFIDENCE AND LACK OF INFORMATION, AND (3) MOST WOMEN DID NOT RESPOND WELL TO THE EXCLUSIVE USE OF THE CLIENT-CENTERED APPROACH. GROUP METHODS WERE INVESTIGATED, AND ARE SEEN AS AN ADJUNCT, RATHER THAN SUBSTITUTE, FOR, INDIVIDUAL COUNSELING. OCCUPATIONAL AND RELATED INFORMATION, HEALTH, RELEVANT LEGISLATION, AND VOLUNTEER JOBS ARE ALSO DISCUSSED. RECOMMENDATIONS FOR FUTURE PROGRAMS ARE PRESENTED. (PR)

AC 000 967AI (SEE AC 000 651 C)   INFORMATION SEEKING AND COROLLARY BEHAVIORS BY SOURCE OF INFORMATION (IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Chapter 3, pp.25-95). Parker, Edwin B. 66 71p.

TERMS: *participation, *participant data, *adult education programs, *motivation, *information sources, age differences, sex differences,

ABSTRACT: This chapter from a larger study conducted in San Mateo and Fresno, California, during 1964-66, analyzes survey data on uses of sources of information, i.e., mass media (including ETV), interpersonal sources, and various forms of adult education (evening classes, lectures, discussion groups, correspondence courses, private lessons, independent study). Numerous correlations were attempted with socioeconomic and demographic data -- primarily age, sex, income, occupation, education, and geographic location -- and data on the motives and subject areas involved (practical information, vocational education, cultural enrichment, etc.). Findings show the following, (1) participation in adult education tends to combine with print media use among the better educated and with broadcast media use among the less educated -- (2) overall joint use of liberal adult education and all media is strongest among the well educated -- (3) age and education were the strongest indicators of joint use, with sex playing a smaller, more specific role, e.g., vocational education favored by men, arts and crafts by women -- (4) younger adults and better educated older adults are high in joint use, while older, less educated people are low even in recourse to media, and other persons -- (5) younger, more educated adults are apparently most receptive to such technical innovations as computers and communication satellites, and least dependent on radio and TV. Document includes 39 tables. (ly)

SECONDARY TERMS: income level, program content, news media, television, tables (data).. research._program attitudes, educational interest, broadcast media, Fresno,

AC 000 968AI (SEE AC 000 651 C) INFORMATION SEEKING IN FOUR TOPIC AREAS (IN Parker,
Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Chapter 4, pp.96-117).
Parker, Edwin B. 66 22p.

TERMS: *information sources, *public affairs, *occupational information, *homemakin
skills, *participant data, personal influence,

ABSTRACT: This chapter from a larger study conducted in San Mateo and Fresno, California, during 1964-66 suggests how information sources are used to serve specific needs. Respondents were asked where they obtained information on local and national affairs, occupations and homemaking, and leisure activities. Data for each category, including important subtopics (municipal, human interest, social, financial), access to specific news stories, and use of impersonal and interpersonal sources, were correlated with age, sex, income, occupation, education, length of residence, and (for public affairs) degree of interest. Major findings were -- (1) men, and younger adults in general, are more likely than women or older adults to favor print media over broadcast media for national affairs information, (2) for local affairs, higher education indicates greater use of print media, especially magazines, less recourse to broadcast media, and more information seeking in groups or from experts, (3) with occupational information, higher income, occupational, and educational levels are strongly related to emphasis on print media and organized interpersonal sources, (4) housewives seek homemaking information about equally from print media and from other persons, (5) seeking of information for leisure activities increases with education, with print media and organized interpersonal sources as dominant channels. Document includes 12 tables. (ly)

SECONDARY TERMS: news media, broadcast media, recreational activities, tables (data), local issues, sex differences, age differences, educational level, research,

San Mateo, Fresno, California,

AC 000 969 AI (SEE AC 000 651 C) ACHIEVEMENT MOTIVATION AND INFORMATION SEEKING
(IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Chapter
5, pp.118-143). Parker, Edwin B. 66 26p.

TERMS: *motivation, *achievement, *participation, *adult education, *mass
media, information sources, age differences, television,

ABSTRACT: This exploratory study examines the behavior of high need achievers in areas of mass media use and adult education participation. Achievement motivated men seem to be high users of print media (especially for information), read magazines associated with delayed gratification, exceed low need achievers in citing social contact and/or relaxation as reasons for watching television, and use adult education courses as means of vocational training more than do low achievers. Low achievers tend to read magazines and view programs associated with immediate gratification but are also the only group turning to television for vocational education. The above relationships remained significant even when effects of age, education, and occupation were held constant. When the achievement motivation section of the Thematic Apperception Test (TAT) was applied, high need achievers tended to outscore low need achievers in perception of change during the past or future 5 years, perception of future impact of present activities, importance of hard work (slightly higher), importance of mastery (much higher), and perception of personal responsibility for success or failure. However, an apparent correlation between increasing age and lower scores is viewed as inconclusive because of the college and young adult oriented design of the TAT. Document includes figure and 13 tables. (ly)

SECONDARY TERMS: sex differences, high achievers, low achievers, magazines, program content, program attitudes, tables (data), research, TAT, San Mateo, Fresno, California, AC 000 651 C PATTERNS OF ADULT INFORMATION SEEKING. Final report. Parker, Edwin B. * Paisley, William J. Stanford Univ., Calif. Institute for Communication Research. U.S. Office of Education. Proj.-2583 66 OEC 4-10-193 272p.

TERMS: *information dissemination, *information sources, *adult characteristics, *research, *adult education,

ABSTRACT: This document, reporting a study of adult information seeking patterns, conducted in San Mateo and Fresno, California during 1964-66, has been largely analyzed in parts. Two chapters which include the procedures of the study and the summary, discussion, and implications are not analyzed. Also not analyzed are 5 appendixes, which include brief demographies of San Mateo and Fresno, the intrahousehold sampling table, a method of analyzing coding reliability, binary coding, and the bibliography. For parts analyzed, see AC 000 969AI, Chapter 1, AC 000 970AI, Chapter 3, AC 000 971AI, Chapter 4, AC 000 972AI, Chapter 5, AC 000 973AI, Chapter 6, AC 000 974AI, Appendix 2, AC 000 975AI, Appendix 5.

SECONDARY TERMS: surveys,

AC 001 502 E CONTINUING EDUCATION FOR WOMEN, A SELECTED ANNOTATED BIBLIOGRAPHY.
ED 014 635 Spiegel, Jeanne. Business and Professional Women's Foundation, Washington. 67 DOCUMENT NOT AVAILABLE FROM EDRS 21p.

TERMS: *annotated bibliographies, *womens education, participant characteristics, participation, motivation, educational needs,

ABSTRACT: A bibliography of materials was prepared on the subject of the economic, social, and psychological challenges confronting women in developing their capabilities through continuing education. Selections are not evaluated, but annotations summarize content and findings. Included are 30 books, reports, and pamphlets, 24 periodical articles, four unpublished theses, and three miscellaneous items. All have been published since 1960 and are in the reference collection of the Foundation library. (This document is available from the Business and Professional Women's Foundation, 2010 Massachusetts Avenue., N.W., Washington, D.C. 20036) (rt)

SECONDARY TERMS: career opportunities, program descriptions, educational problems, educational opportunities, colleges, adult education, Business and Professional Womens Foundation, AC 000 428 C EDUCATION FOR WOMEN, A SELECTIVE ANNOTATED BIBLIOGRAPHY 1950-1962 Perloff, Evelyn. Purdue Univ., Lafayette, Ind. Jan 63 31p.

TERMS: *annotated bibliographies, *women's education, *higher education, experimental programs, college curriculum, educational objectoves, motivation, achievement, social relations, marriage, self evaluation,

ABSTRACT: A reference was selected for this bibliography if it was considered relevant, specific, informative or original for education of modern women. Efforts were made to avoid duplication of ideas. Of the 408 potentially pertinent references, 75 were chosen for annotation as the "best" books and articles on education for women.

AC 001 112 I ATTITUDES TOWARD ADULT EDUCATION. Adolph, T.; Whaley, R.F. DOCUMENT NOT AVAILABLE FROM EDRS. In Adult Education; v17 n3 Spr 1967 7p.

TERMS: *ADULT EDUCATION; *EDUCATIONAL ATTITUDES; QUESTIONNAIRES; RATING SCALES; AGE DIFFERENCES; SEX DIFFERENCES.

ABSTRACT: A study was made of the relative degree of favorable or unfavorable attitudes toward adult education among selected groups of participants in adult education programs, and of differences in attitudes of various age and sex groupings among them. A reliable attitude scale was developed and 51 persons enrolled in three groups (adult science students, correctional inmates, and beginning sailors) were chosen for the study. All but 18% indicated a favorable attitude toward adult education, even the correctional inmates, who stressed the better job opportunities aspect. Although the small number of women (12) made a limited interpretation of their scores necessary, they did score more favorable attitudes tha did the men. Persons between 15 and 21 years of age and those between 33 and 58 had essentially the same favorable attitudes; those between 22 and 32 were strongly favorable, perhaps recognizing the advantages adult education may bring in the form of promotion and future employment potential. (eb)

AC 002 218ME

ED 019 583

A STUDY OF WOMEN INFLUENTIALS IN THREE MICHIGAN COMMUNITIES, THEIR ATTITUDES TOWARDS AND PERCEIVED ABILITY TO INFLUENCE ADULT EDUCATION PRACTICES. (Ph.D. thesis). Brown, Anna Caroline Baker Michigan Univ., 63 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *adult education, *attitudes, *individual power, *females, *community leaders, informal leadership, participation, role perception, educational background, socioeconomic status, group membership, educational attitudes, statistical data, doctoral theses, knowledge level, sociometric techniques, Michigan,

ABSTRACT

Relatively standard sociometric procedures were used in three small Michigan communities to identify women said to have high influence. Data on participation, demographic characteristics, and perceptions of adult education were then obtained in personal interviews. Some major findings were that the influentials belonged to more than one association, had held offices or served on committees, and recognized the educational potential in their associations. The majority of top women influentials had not pursued formal adult education within the past year and seemed to feel that others needed it more than they did. Although knowledge of selected programs and activities varied according to experience and background, church education, library, and public school adult education programs were best known. The influentials were well educated, seemed willing to become involved in plans to increase educational opportunities for women, and although not so sure of their own influence, believed that other women leaders could exercise influence in regard to adult education. This University of Michigan Ph.D. thesis is available from University Microfilms, Ann Arbor, Michigan. Order No. 63-8140. Microfilm $4.25. Xerox $15.10. 332 pages. (author/ly)

AC 002 020 E

ED 017 809

INFORMATION SOURCE AND NEED HIERARCHIES OF AN ADULT POPULATION IN FIVE MICHIGAN COUNTIES. Paper presented at a National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Rieger, Jon H. * Anderson, Robert C. Michigan State Univ., East Lansing. Inst. for Community Dev. Feb 68 EDRS PRICE MF-$0.25 HC-$0.96 22p.

TERMS: *information sources, *information needs, *rural areas, *adults, surveys, rural extension, adult education, mass media, colleges,

ABSTRACT: In a 1965 survey of five counties in the Grand Traverse Bay region of Michigan, data on information sources and needs were obtained from a two percent sample of households. Adult subjects were asked to identify topics of importance in everyday life on which it was "particularly difficult to find useful and reliable information," and sources of information presently in use concerning these topics. (Financial matters, occupational, professional, and farming matters, public affairs, consumer information and educational and career planning were the major topics named.) Results were analyzed in terms of the hierarchical patterns of information needs and information sources by residence, education, age, and sex. The local population was found to rely heavily on the mass media and various kinds of reading matter for all topic areas and on institutional sources and officials in certain cases. Young adults relied also on friends and relatives and exhibited the highest level of need for new information. Adult education programs were significant sources in few topic areas and for only selective clientele groups. Observations were made about the implications of the data for adult educational program development. (The document includes six tables.) This paper was presented at a National Seminar on Adult Education Research (Chicago, February 11-13, 1968). (author/ly)

SECONDARY TERMS: human resources, educational background, residential patterns, analysis of variance, statistical data, sex differences, age differences, publications, Michigan,

AC 001 437 E DISTRIBUTION AND USE OF SELECTED CIVIL DEFENSE PUBLICATIONS, A STUDY
ED 014 019 MADE IN TWENTY-FIVE COUNTIES IN FIVE STATES. Sabrosky, Laurel K. * and others. U.S. Dept. of Agriculture. Federal Extension Service. ER and T-94(7-66). JUN 66 EDRS PRICE MF-$0.50 HC-$2.72 68p.

TERMS: *information dissemination, *information utilization, *rural extension, *extension agents, *civil defense, evaluation,

ABSTRACT: In 25 counties in Arkansas, Texas, Vermont, Wisconsin, and Washington, a study was made of the use of civil defense publications by the public, of distribution practices of county agricultural agents, and of the attitudes of the agents themselves. Three publications from the U.S. Department of Agriculture and two from the Office of Civil Defense were considered. About three-fourths of recipients (a fourth of the total) found the publications useful, but mainly for general information. Women more than men, nonfarm more than farm dwellers, and those with above average education, were likely to read the publications. Extension offices distributed actively, mainly at meetings or by mail. Almost all the county agents surveyed were in favor of participating in civil defense educational work. However, they tended to judge the people's response as either sporadic or weak, and most indicated only slight personal involvement. Findings suggested that solicited and unsolicited publications would prove equally useful, and that the main effort should be to get publications to the people, regardless of method. (The document includes sampling methodology, questionnaires, and 28 tables) (ly)

SECONDARY TERMS: surveys, publications, clientele, attitudes, age, sex, residential patterns, educational background, rural areas, urban areas, statistical data, information sources, Arkansas, Texas, Vermont, Washington, Wisconsin, Cooperative Extension Service,

AC 001 079 JI PROJECT HEVE (HOME ECONOMIST VOLUNTEERS FOR EDUCATION), ADULT EDUCATION FOR MOTHERS ON PUBLIC AID (In ILLINOIS TEACHER OF HOME ECONOMICS, 9(3)/127-137, 1965-66). Spitze, Hazel T. 13p.

TERMS: *home economics education, *welfare recipients, *volunteers, *home management, evaluation, program descriptions, nutrition instruction, psychological needs, housing needs, educational background, attendance, student teachers, consumer economics, Champaign Urbana, Illinois,

ABSTRACT: The purposes of Project HEVE, conducted in Champaign-Urbana, Illinois, during 1965-66, were -- to investigate the effectiveness of a weekly class and personal contacts with mothers on public aid concerning improved diet, clothing and housing satisfaction, consumer practices, and social interaction, to help home economist volunteers increase their experience in adult teaching and their understanding of low income families, and to afford student home economics teachers a greater understanding of disadvantaged families. Volunteers held classes on such topics as home decoration, nutrition, buying of food and clothing, comparison shopping, use of credit, child rearing, gardening and yard care, and home safety. However, attendance was very low, perhaps mainly because of family emergencies. Interviews with 20 mothers with teen-aged daughters revealed widespread loneliness, predominance of housing concerns, dietary omissions and irregular meals, excessive rents, lack of storage space, dissatisfaction with the daughter's clothing and an average educational attainment of 8 years (5 of the 20 were functionally illiterate). The child rearing talk drew the greatest interest. Both the volunteers and the student teachers gained a broader perspective. (author/ly)

AC 000 465JC PROJECT HEVE, VOLUNTEER HOME ECONOMISTS TEACH AID TO DEPENDENT CHILDREN MOTHERS (In ADULT LEADERSHIP 15(9)/311-312, Mar 1967). Spitze, Hazel T. Mar 67 5p.

TERMS: *volunteers, *adult education programs, *home management, fatherless family, welfare recipients,

ABSTRACT: Final interviews with ten mothers receiving Aid to Dependent Children showed no change in behavior and diet after a nine-month educational project in which volunteer home economists conducted weekly classes and personal visits in an attempt to improve home management skills. (aj)

AC 001 195 E HOME MANAGEMENT AIDES, A HOME SKILLS TEACHING SERVICE FOR LOW INCOME
ED 012 849 MOTHERS (A Youth Development Project evaluation report). Murton, Bonnie J. * and others. Community Health and Welfare Council of Hennepin County, Minneapolis. FEB 66 EDRS PRICE MF-$0.50 HC-$2.52 63p.

TERMS: *homemaking skills, *welfare recipients, *adult education programs, *economically disadvantaged, inservice training, home management,

ABSTRACT: About 25 percent of all Aid for Dependent Children cases in the City of Minneapolis were in two Youth Development Project Target Areas where mothers often lacked home management skills necessary to rear their children. As one of several demonstration programs to prevent and alleviate problems of delinquency, in 1964 four Home Management Aides (HMA) were hired by the Hennepin County Welfare Department to provide practical assistance to mothers in the areas of shopping, home maintenance, budgeting, child care, clothing selection and maintenance, food and nutrition, and finding adequate housing. In the first year 309 cases were referred to HMA by the Welfare caseworkers. The Aide's work with the mothers on an individual basis in their homes was later augmented by once-a-week classes in sewing and home management. Response to the program was so favorable that the Welfare Department doubled the number of Aides and was considering further expansion. (Administrative details of staff selection and training, budget, operating statistics, community involvement, evaluation methods, Public Welfare Manual, and course outline are given.) (Community Health and Welfare Council, 404 South 8th St., Minneapolis, Minnesota) (aj)

SECONDARY TERMS: indigenous personnel, client caseworkers, family life, low income groups, sewing instruction, fatherless family, program evaluation, statistical data, personnel selection, community involvement, budgeting, training techniques, program descriptions, urban areas, individual instruction, Minneapolis,

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AC 001 262 E PERSONAL AND FAMILY DEVELOPMENT IN ADULT BASIC EDUCATION, CURRICULUM
ED 014 013 GUIDE AND RESOURCE UNITS (Preliminary draft). National University Extension Association, Washington. U.S. Office of Education. Division of Adult Education. JUN 67 OEG2-6-06-1894-1894 EDRS PRICE MF-$0.75 HC-$6.24 156p.

TERMS: *adult basic education, *curriculum guides, *resource units, *family life education, annotated bibliographies, family

ABSTRACT: Adult basic education has the underlying goal of strengthening individuals, families, and communities and the immediate task of helping the under-educated attain skill in speaking, listening, reading, writing, and arithmetic so he can be trained or retrained for a job. The Curriculum Guide was prepared for the use of adult basic education teachers, counselors, teacher-trainers, curriculum consultants, and administrato and to encourage student participation. Units cover the areas of health and safety, money management, adult and childhood growth and development, homemaking skills, family relationships, and the family in the community. Each unit has a background statement, questions and discussion topics, activities, and suggested materials. The annotated lists of booklets, posters, films, and filmstrips appropriate to each unit give age and reading levels, price, and source. Sources of materials, speakers, volunteer aids, and consultants and general suggestions for unit organization are given. (aj)

SECONDARY TERMS: relationships, family health, teaching techniques, individual development, homemaking skills, child development, films, filmstrips, money management, instructional materials, group discussion, program, adult development, C 001 393 I ADULT EDUCATION, PREPARATION FOR EMPLOYMENT (ILLINOIS TEACHER OF HOME ECONOMICS, 8(5), 1964-65). Spitze, Hazel T. Home Economics Education Urbana Division of Illinois Univ. 65 98p.

ERMS: *service occupations, *job training, *occupational home economics, *economically disadvantaged, child care, nursery schools, visiting homemakers, maids, food service occupations, personal growth, nurses aides, health services,

BSTRACT: This issue of the Illinois Teacher of Home Economics presents 27 reports from ersons who are doing significant work to prepare adults for employment in areas related o home economics in 18 states and Puerto Rico. The reports include descriptions of rograms covering such factors as purpose, characteristics of persons enrolled, curriculum utlines, lesson plans, evaluations, and placement statistics. Programs included homemaker ervice, domestic service, involving heavier cleaning, baby sitting, child care, food ervices, institutional services, nursing assistantship, clothing alteration, and general ourses covering family living and personal development. Some courses were designed to elp the unemployed develop marketable skills. This document is available for $.50, from llinois Teacher of Home Economics, 342 Education Building, University of Illinois, rbana. 61803. (rt)

AC 001 768ME
ED 016 890

A STUDY OF ADULT EDUCATION WITH SPECIFIC EMPHASIS ON VOCATIONAL HOMEMAKING PROGRAMS FOR ADULTS IN TEXAS PUBLIC SCHOOLS (M.Ed. thesis). Allison, LaRue D. Texas Univ., Austin. Graduate School of Education Aug 61 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *homemaking education, *public school adult education, *teaching methods, *enrollment trends, *literature reviews, family life education,

ABSTRACT: From a review of adult education literature, an analysis of the annual reports of vocational homemaking courses for adults in Texas public schools during 1949-1959, and interviews with school administrators and homemaking teachers in 75 school districts in West Central Texas, trends and methodology in adult education, particularly homemaking education, were noted. Enrollment figures for the years 1949-1959 indicated that enrollment had not kept pace with the increase in number of schools offering homemaking to both youth and adults and with the increase in numbers of teachers employed. The program was not reaching the young and older adults as effectively as the middle-aged group. There was a greater need and interest in the less tangible areas of family finance, child development, and family relations than in the skill courses--foods, clothing, and home improvement. More attention to current trends and practices in adult education methodology was needed in preservice and inservice training programs for homemaking teachers. Teachers needed more ideas and techniques for teaching the intangible phases of homemaking as well as new knowledge of homemaking skills. (This document was a master's thesis, available from the University of Texas, Austin. 149 pages.) (aj)

SECONDARY TERMS: child development, money management, sewing instruction, teacher employment, interviews, teacher education, age groups, homemaking skills, foods instruction, educational trends, Texas,

AC 002 037 E THE FAMILIES AND THEIR LEARNING SITUATIONS. Hunter, Starley M.
ED 017 820 * and others Massachusetts Univ., Amherst, Cooperative Extension
Service 67 EDRS PRICE MF-$0.50 HC-$2.92 71p.
TERMS: *homemaking education, *urban extension, *disadvantaged groups,
*information sources, *behavior change, family (sociological unit),

ABSTRACT: The present study, involving 129 disadvantaged families in the South End Housing Development, Boston, was made in 1964 to assess the extent to which South End families had been reached by Massachusetts Extension Service programs since a previous (1962) survey of needs, the means by which they had been reached, and changes in attitudes and practices related to homemaking and family living. Data on age, race, sex, income and financial support, education, occupation, employment status, family and marital status, and length of residence were correlated with responses on information sources, awareness, behavior change, and educational interest. Among all information sources (including meetings, radio and television, and home visits by the home economist and others), Community Service Center leaflets were mentioned most often. Awareness and evidence of improved knowledge, practice, and attitudes in such areas as nutrition and food buying, installment buying, household skills and housekeeping, and making and altering clothing, and child guidance and development were highest among homemakers under 40, those with incomes of $2,000 or more, and households of three or more persons. (The document includes one chart, 31 tables, and two references.) (ly)
SECONDARY TERMS: consumer economics, foods instruction, family income, program evaluation, research, adoption (ideas), knowledge level, money management, parent education, educational interest, Boston, Massachusetts Extension Service,

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AC 002 143 E EVALUATION STUDY OF FARM AND HOME MANAGEMENT PROGRAM IN NEW YORK
ED 018 714 STATE. A six-part report. Alexander, Frank D. New York State Univ.,
Ithaca. Coll. of Agriculture at Cornell Univ. New York State Univ.,
Ithaca. Coll. of Home Economics at Cornell Univ. 58--61 EDRS PRICE
MF-$1.00 HC-$9.60 238p.
TERMS: *farm management, *program evaluation, *program descriptions,
*cost effectiveness, *home management, adult farmer education,

ABSTRACT: In 1954 Congress earmarked funds for a Farm and Home Management Program to offer intensive on-the-farm counseling in management and decision making. This six-part evaluation of the Program as it was conducted in New York State, primarily with dairy operators, was designed to determine the program's effectiveness relative to less intensive programs. Part 1 establishes the representativeness of 250 participants in the evaluation sample by comparing them to 150 nonparticipants on such matters as size of herd and farm receipts. Part 2 is the agricultural and home demonstration agents' description of the program as reported on questionnaires. Part 3 examines the program through the eyes of administrative staffs. A case study reveals the amount of exposure of 25 participating families to 58 different topics in the program. such as analysis of farm expenditure and agronomy. A study of a three-township area opens to question the hypothesis that the neighborhood automatically functions as an information diffusion channel. A cost-benefit study using the agents' time input as major costs and the farm operators' changes in labor incomes as benefits, indicates that the average labor income advantage of 87 participants in 1959 exceeded the cost of the program. (Tables provide statistical data.) (rt)
SECONDARY TERMS: extension agents, participant characteristics, farmers, decision making, statistical data, questionnaires, information dissemination, neighborhood, case studies (education), home visits, farm visits, New York State,

C 002 338 E AN IDENTIFICATION OF EFFECTIVE METHODS TO EMPLOY IN CONDUCTING
D 017 889 AN EDUCATIONAL PROGRAM TO REACH AND TEACH LOW-INCOME YOUNG HOMEMAKERS IN RURAL AREAS. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Priester, Jeanne Auburn Univ., Alabama. Cooperative Extension Service Feb 68 EDRS PRICE MF-$0.25 HC-$0.56 12p.

ERMS: *low income groups, *homemaking education, *effective teaching, *rural areas, *subprofessionals, individual needs, newsletters, family health,

BSTRACT: Fourteen nonprofessional program assistants were chosen to conduct the ducational programs for low income homemakers in five Alabama counties, supervised by the ounty home economist. The state administrative staff included a specialist in educational ethods, an assistant specialist, and an artist. Deprived mothers were referred by public gencies, schools, and churches. The working visit, a one-to-one teaching method in the omemakers' home, taught by telling, showing, and repeating a skill. Each visit was designed o meet the specific interests and needs of the homemaker at her economic, educational, and kill level. A second method utilized small informal groups which met according to individual plans and needs. A low-reading-level newsletter was published monthly for use in both methods. Daily logs were kept of each homemaker by program assistants. It was found that personalized informal learning experiences helped deprived young homemakers raise their level of living, encouraged mothers and families to grow out of the relief cycle, and raised self esteem, hopes, and aspirations. It was evident that improvement in homemaker skills resulted in cleaner homes, improved eating habits, and better family relationships. The value of utilizing program assistants was also shown. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (pt)

SECONDARY TERMS: family relationship, living standards, home visits, investigations,discussion groups, Alabama,

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AC 002 421*I EDUCATIONAL METHODS USED IN PRESENTING CONSUMER INFORMATION TO HOMEMAKERS LIVING IN LOW INCOME URBAN AREAS (Ph.D. thesis). Norris, Virginia Ohio State Univ., Columbus Jun 67 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *consumer economics, *educational methods, *low income groups, *housewives, *urban areas, adoption (ideas), participant characteristics, home economics education, St. Louis City, Missouri, doctoral theses,

ABSTRACT: A study of low income homemakers attending consumer information educational meetings in St. Louis City, Missouri was undertaken to determine the knowledge acquired in specified consumer education practices and to assess the applicability of educational methods in presenting consumer information. The schedule of 121 questions used by interviewers to gain responses from those in the ten percent sample was based on teaching objectives outlined by extension home economists on subject matter presented by leader aides and in classes and through the mass media. Participants ranged from 18 to 78 years of age and 82 percent had not completed high school. The mean family size was 3.91. The median family income was $3,590, chiefly from social security benefits. Homemakers adopting practices and acquiring subject matter knowledge were usually those with 9-11 years of formal education and incomes under $2,000. It was recommended that educational programs be aimed at the low income urban homemaker who is under 40 years of age and has a family, and that her leadership abilities be utilized. (author/aj)

AC 002 807 I DEVELOPMENT OF A FILM ON HOMEMAKER SERVICES FOR INTERPRETATION TO THE
ED 016 074 PUBLIC AND TRAINING PROFESSIONAL AND NONPROFESSIONAL PERSONNEL. FINAL REPORT. Jacoby, Alberta Mental Health Film Board, Inc., New York, N.Y. BR-5-1318 OEG-1-6-000527-0430 Mar 67 EDRS PRICE MF-$0.25 HC-$0.40 8p.

TERMS: *FILM PRODUCTION; *INSTRUCTIONAL FILMS; *VISITING HOMEMAKERS; ORIENTATION MATERIALS; PUBLIC RELATIONS; SOCIAL SERVICES; VOCATIONAL EDUCATION

ABSTRACT: A 28-MINUTE FILM, "HOMEFIRES," DRAMATIZING THREE CASE HISTORIES OF HOMEMAKER SERVICE, WAS DEVELOPED TO BE USED AS A TRAINING AID, AN INSTRUMENT FOR MAKING COMMUNITIES AWARE OF THE SERVICE, AND A TOOL FOR RECRUITING CANDIDATES TO THE HOMEMAKER AIDES TRAINING PROGRAMS. HOMEMAKER SERVICE IS A FORM OF ASSISTANCE PROVIDED BY HEALTH AND WELFARE AGENCIES WHEN A FAMILY OR INDIVIDUAL CANNOT MAINTAIN LIVING AND HOUSEHOLD ROUTINE DURING A TIME OF STRESS OR CRISIS. A MATURE, QUALIFIED WOMAN, WHICH AN AGENCY PLACES IN THE HOME TO FULFILL ITS NEEDS, WORKS UNDER THE SUPERVISION OF A CASEWORKER OR A PUBLIC HEALTH NURSE. THE FILM WAS MADE IN STAGES--(1) THE PURPOSES WERE DETERMINED, (2) EXPERTS IN HOMEMAKER SERVICES SELECTED THE KINDS OF SITUATIONS TO BE SHOWN AND APPROVED THE PRACTICES TO BE DEMONSTRATED AND THE STAFF RELATIONSHIPS TO BE PORTRAYED, (3) THE CONTENT WAS WRITTEN, PHOTOGRAPHED AND EDITED, AND (4) THE FILM WAS TESTED WITH VARIOUS AUDIENCES AND A DISCUSSION GUIDE, INCORPORATING SUGGESTIONS FROM USERS, WAS PREPARED. THE FILM HAS BEEN USEFUL IN ORIENTING COMMUNITY LEADERS TO THE NEED FOR AND THE POTENTIAL OF HOMEMAKER SERVICES. (FP)

AC 000 161 C AN EVALUATION STUDY OF THE MACON COUNTY EXTENSION HOME ECONOMICS PROGRAM, SUMMARY (University of Missouri Problem 400). Howard, Berthamae. Missouri University, Columbia. 64 10p.

TERMS: *home economics education, *program evaluation, *mass media, *information dissemination, questionnaires, surveys, interests, age differences, Missouri,

ABSTRACT: A telephone survey indicated that women participating in Extension Home Economics programs preferred to receive information about programs through the mass media and wanted special interests meetings such as sewing and flower arranging.

C 002 053 E THE NEED FOR CONTENT IN HOME DEMONSTRATION PROGRAMS AS INDICATED
D 017 827 BY CLUB MEMBERS IN THE STATE OF OKALHOMA (Ed.D.thesis). Spivey,
Grace L. Cornell Univ., Ithaca, N.Y. 63 DOCUMENT NOT AVAILABLE
FROM EDRS.
ERMS: *homemakers clubs, *educational needs, *program content, *homemaking skills,
*participant characteristics, socioeconomic influences, questionnaires,

BSTRACT: The need for subject matter content in home and family living, and its elation to certain socioeconomic characteristics of club members were studied. Data were btained from 253 respondents by mailed questionnaire. Findings indicated a wide range xisted among members in age, education, income, and place of residence. There was need for ll subjects, but intensity of need differed. Older members had a need for clothing nstruction, those with income under $2500 for food and nutrition, $2500-$4999 for clothing, 5000-$7499 for housing, and $7500 and over for human relations programs. Rural residents esired programs dealing with housing, while urban residents had a need for food and utrition programs. Other participant characteristics such as home ownership, marital tatus, and employment were also noted. Generalized conclusions include--(1) club members end to be housewives who own their own home and are middle aged, (2) a significant elationship exists among the socioeconomic characteristics of age, education, and income, nd expressed needs, and (3) the relatively low level intensity of expressed need for the ome Demonstration Program suggests a need for reexamination of the total program. This ocument is a doctoral thesis available from University Microfilms, Ann Arbor, Mich. Order no. 64-1046. Microfilm $3.50, Xerography $12.15. 269 pages. (pt)
SECONDARY TERMS: research, doctoral theses, age groups, educational background, rural reas, urban areas, clothing instruction, foods instruction, housing, human relations rograms, housewives, family income, employment patterns, group membership,

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AC 002 054ME A STUDY OF ADULT HOMEMAKING EDUCATION IN WASHINGTON, D.C.
ED 017 828 (M. S. Thesis) Lee, Dorothy J. Howard Univ., Washington,
D.C. Jun 62 DOCUMENT NOT AVAILABLE FROM EDRS.
TERMS: *low income groups, *homemaking education, *educational needs,
*adult programs, *interviews, public school adult education,

ABSTRACT: Fifty adults (39 homemakers and 11 male family heads) living in substandard housing areas in Washington D. C. were interviewed to determine their interest in homemaking education, program needs, and awareness of existing classes. A public school principal, a director of a public recreation center, and all directors of private agencies providing homemaking education were interviewed to assess existing programs and their location. Adult homemaking classes are offered at 19 centers in the city, sponsored by the public schools, the recreation department, and private agencies. Foods and clothing courses are given at most centers, but there are no classes in consumer education, the subject most wanted by the homemakers interviewed. Other courses wanted were family health, child development, and family life education, including understanding the teenager. It is recommended that public schools at more locations offer the desired courses, that there be more cooperation among agencies, and that home economics students at local colleges function as student teachers to augment the inadequate agency staffs and assist agencies in further study of the interests, composition, and needs of the population served. (Document includes four tables, a map, and interview guides.) This document is a masters thesis, available from Howard University, Washington, D.C. 38 pages. (aj)
SECONDARY TERMS: social agencies, community recreation programs, consumer economics, masters theses, adult characteristics, interagency coordination, family life education, child development, college students, Washington,

AC 002 062 E
ED 017 833

STUDY OF HOME DEMONSTRATION UNITS IN A SAMPLE OF 27 COUNTIES IN NEW YORK STATE, Number 3. Alexander, Frank D. * Harshaw, Jean New York State Univ., Ithaca. Coll. of Agriculture at Cornell Univ. New York State Univ., Ithaca, Coll. of Home Economics at Cornell Univ. May 64 EDRS PRICE MF-$0.25 HC-$1.08 25p.

TERMS: *extension education, *participant characteristics, *homemakers clubs, research, questionnaires, group membership, age groups,

ABSTRACT: An exploratory study examined characteristics of 1,128 home demonstration units to suggest hypotheses and scope for a more intensive study of a small sample of units and to provide guidance in sampling. Data were obtained from a specially designed membership card used in 1962. Unit size averaged 23.6 members but the range was fairly great. A need for examining adjustments in education procedures according to unit size was identified. An average length of membership was 6.7 years with a mean age of 42.9 years. This suggests that a progressive graded program of subject matter might be offered and that younger women may not be attracted to unit programs. Rural members predominate a large majority of units and a small number have a large percentage of urban members. This may imply a lack of interest in attracting low income minority groups of the cities into the program. About one fifth of a unit members have more than high school education and a majority of units have working members. (Other characteristics and their implications discussed are organizational activities, age of children, and occupations of husbands. The membership questionnaire card is included in the appendix.) (pt)

SECONDARY TERMS: residential patterns, low income groups, educational background, working women, children, occupations, New York State,

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AC 002 122 E
ED 017 856

EVALUATION OF A GOODS AND NUTRITION EDUCATIONAL PROGRAM FOR LOW-INCOME FAMILIES IN WILKES-BARRE, PENNSYLVANIA. Brown, Emory J. * and others Pennsylvania State Univ., University Park. Extension Service Extension Studies 32 Jun 65 EDRS PRICE MF-$0.25 HC-$1.16 27

TERMS: *homemaking education, *foods instruction, *publications, *low income groups, *program evaluation, nutrition instruction, welfare recipients,

ABSTRACT: Recipes, food ideas, and professional sources of information were listed on Penny Planner cards mailed each month to homemakers on the Pennsylvania Food Stamp Program to increase their knowledge of nutrition and to have them use recommended foods and recipe To evaluate the project, a sample of 145 recipients in the Wilkes-Barre district were interviewed by staff members of The Pennsylvania State University. Most homemakers recognized the cards, more than half had read them, and almost half had filed them away. Over half said they were of some help. Few sought additional information from professional sources. Homemakers have started to use new kinds of goods, but this change is due to the Food Stamp Program, rather than to the cards. Homemakers interested in the information had monthly incomes of $150 or more, larger families, were under 60 years of age, and were able to read English. Condition of the house, spare-time activities, formal education church membership, type of assistance received, and personal neatness were not associated with program effectiveness. This educational method has been accepted with satisfaction by the Food Stamp recipients. However, educational specialists will need to consider the heterogeneity of the low-income population and adapt subject matter and teaching methods to meet varying needs and resources. (The document includes 18 tables) (aj)

SECONDARY TERMS:university extension, information dissemination, adult characteristics, Pennsylvania, Cooperative Extension Service,

C 002 144 E PILOT STUDY OF YOUNG HOMEMAKERS, 1964. CASE STUDIES OF TWENTY YOUNG
D 017 862 HOMEMAKERS IN ONONDAGA COUNTY, NEW YORK STATE. Doremus, Mabel
Cornell Univ., Ithaca. Cooperative Extension 64 EDRS PRICE MF-$0.50
HC-$3.76 92p.

ERMS: *housewives, *home economics, *adult characteristics, *question answer interviews, *extension education, homemaking skills,

BSTRACT: To determine why many young homemakers have not participated in adult ducation through the Cooperative Extension Service and whether and what kind of homemaking elp they want, 20 women in Onondaga County, New York were interviewed, guided by uestionnaires to which verbal answers were given. Observations were made of the appearance f the homemaker and her home, kinds of equipment, examples of her sewing, and her general hilosophy and attitudes including her views about the amount of her leisure time. The ncome of 55 percent of those interviewed exceeded national, state, and county medians. he subjects had more education than the national average, half were in the 25-29 age roup, 70 percent had been married less than five years, and half owned their own homes. ll belonged to a church and owned both a radio and television set. Sources of homemaking nformation mentioned most often were books, magazines, newspapers, friends, and relatives. nfamiliarity with Extension Service and pre-school children were the reasons given for ack of participation. Lack of transportation or free time and conflicting organizational embership were not deterrents to participation. Every woman showed interest in some phase f home economics included in Extension programs. The study indicated that publicity about xtension program content is needed. (Document includes 20 case studies, 46 tables, and he questionnaire) (aj)

ECONDARY TERMS: home management, questionnaires, community surveys, individual needs, nformation sources, interest research, Cooperative Extension Service,

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C 002 184 E LOW INCOME FAMILY, TRAINING NEEDS OF HOME DEMONSTRATION
D 017 867 EXTENSION AGENTS, HOME ECONOMICS CURRICULUM CONSTRUCTION,
EDUCATION 685. Mann, Opal H. Kentucky Univ., Lexington.
Graduate School Dec 64 EDRS PRICE MF-$0.50 HC-$2.52
61p.

ERMS: *low income groups, *extension agents, *educational needs, *homemaking skills, budgeting, housing, clothing instruction,

BSTRACT: A study was made of the need for extension work with low income families in astern Kentucky (Appalachia) and of the problems and training needs of Home Demonstration xtension agents who work with these families. The agents felt they had a responsibility to elp low income families in budgeting time, effort, and resources to meet minimum standards n food, clothing, and shelter. It was felt that training programs should include information n the community participation pattern of low income families, their value system, family esources and living standards, habits, abilities, worries and concerns, and the nature of he community in which they live. More knowledge of sociology, psychology, and anthropology as felt to be of value. Responses of experienced agents did not differ significantly from hose of agents with little experience. General characteristics of low income families in astern Kentucky included lack of participation in school and community activities,inadequate ood and housing, and minimal education. (A suggested workshop for Home Demonstration agents s outlined.) (pt)

ECONDARY TERMS: food, social values, participation, role perception, living standards, urveys, program proposals, professional continuing education, Kentucky, Appalachia,

AC 002 226MI AN ANALYSIS OF THE SPENDING PRACTICES OF ADULT HOMEMAKERS
WITH RECOMMENDATIONS FOR AN ADULT HOMEMAKING PROGRAM (M.S.thesis).
Davis, Marie Felder Howard Univ., Washington, D.C. 50
DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *family management, *homemaking education, *expenditures, questionnaires, family income, program design, masters theses, surveys,

ABSTRACT: Personal interviews, based on a prepared questionnaire, collected information on family spending practices from 25 homemakers attending adult homemaking classes in the District of Columbia. It was found that amounts spent for food did not vary with family size, composition, or income, but with family tastes, tradition, or habit. Family size influenced the percentage of income spent. It was suggested that high school and college trained individuals maintained slightly higher standards for furnishings and home improvements. The percentage spent on clothing and personal appearance did not vary in any consistent pattern with the income received. Medical and dental expenditures seemed determined by the urgency of need for treatment. The lack of such expenditures in nine families indicated this was a neglected area in family living. Educational and reading expenses were listed for 24 families. Only three families were without some form of insurance. Other expenses were for transportation, recreation, gifts, and contributions. Recommendations are made in each area. The appendix includes the questionnaire and three case studies. This masters thesis is available from Howard University, 2400 Sixth St. N.W., Washington 1, D.C. 122 pages. (pt).

SECONDARY TERMS:

AC 002 225 I HOMEMAKING PROBLEMS OF YOUNG HOMEMAKERS OF COLUMBUS, OHIO, WITH IMPLICATIONS
FOR ADULT CLASSES IN HOME ECONOMICS. Gordon, Martha Wagner Ohio State
Univ., Columbus. Coll. of Agriculture and Home Econ. 63 DOCUMENT NOT
AVAILABLE FROM EDRS.

TERMS: *homemaking education, *educational needs, *personal interests, *socioeconomic status, *young adults, interviews, course content, surveys, family life,

ABSTRACT: To determine current homemaking problems and education homemaking needs and interests for planning young adult homemaking programs, a study of 100 young homemakers (age 16 to 35) of metropolitan Columbus, Ohio, was made. Interviews, selected from three socio-economic groups in proportion to the population, supplied data on age, marital status, number and ages of children, type of housing, employment, husband's occupation, income, and educational level. On a four-degree scale they indicated interest levels in five phases of each of seven homemaking areas -- management problems, food and nutrition, child development, home furnishing, clothing and textiles, home safety, and family living. All socioeconomic groups were concerned most about the first three areas, thus supporting only part of the hypothesis that they would express most need for help in areas of management, family relations, and child development. Expression of "yes" or "no" interest in each of 21 adult homemaking courses somewhat supported the hypothesis that expressed interests in classes would reflect expressed problems in homemaking. Of the 15 sources listed for help in problem solving, only one third of the homemakers indicated use of sources outside family and friends, thus supporting the hypothesis that young homemakers do not avail themselves of the many sources available to them, such as books, radio, and classes. (Appendix includes questionnaires and bibliography.) This masters thesis is available from Ohio State University, Columbus. 110 pages. (rt)

SECONDARY TERMS: individual characteristics, information sources, problem solving, masters theses,

C 002 278ME ADULT EDUCATION IN FAMILY BUSINESS PRACTICES (M.S. thesis). Draper, Argen H.
Texas Woman's Univ., Denton Aug 64 DOCUMENT NOT AVAILABLE FROM EDRS.

ERMS: *money management, *family attitudes, *consumer economics, *family income, *program planning, educational background, educational needs, masters theses, Texas,

ABSTRACT

In a study of family money management, a questionnaire was completed by wives in 94 families selected at random from those who had used the services of the extension office in Deaf Smith County, Texas. Only one family in the study followed all of the 16 specified business practices. It was found that, in general, families were following specified business practices, preferred family recreation during leisure time, had learned about money management from their parents, and wanted their children to learn money management in a junior or senior high school course. Finances were not discussed before marriage, husbands were more willing to assume indebtedness than wives, educational background had more influence on financial management than did formal training and level of income, and all families desired to be able to educate their children. Wives rated themselves as fair financial managers. Improvement of business practices would solve many family disagreements. (The document includes seven tables, 46 references, and a plan for an adult education program to include a variety of teaching techniques and resource persons outlined in two sections--basic learnings and experiences and activities.) This document is a masters thesis available from the College of Household Arts and Sciences, Texas Woman's University, Denton. 67 pages. (aj)

AC 002 286 E A COMPARATIVE ANALYSIS OF PROBLEMS IN TEACHING ADULTS AS REPORTED BY TEACHERS OF ADULTS AND DIRECTORS OF ADULT EDUCATION IN PUBLIC SCHOOL REIMBURSED HOME ECONOMICS PROGRAMS IN NEW YORK STATE DURING THE PERIOD 1960-1962 (M.S. thesis). Ferrante, Louise Ann Cornell Univ.,
Ithaca, N.Y. 62 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *public school adult education, *home economics education, *evaluation, *teachers, *administrative personnel, comparative analysis, units of study (subject fields), program planning, program administration, surveys, attendance, scheduling, classroom techniques, teacher certification, teacher experience, teacher salaries, inservice education, statistical data, masters theses, New York State,

ABSTRACT

An investigation was made of problems and personal needs in New York State reimbursed programs of public school adult education in home economics as seen by teachers and by adult education directors, of program and teacher characteristics, and of differences in assessments by teachers under differing types of certification. Questionnaire responses were obtained from 315 teachers and 216 directors. Teacher subgroups differed significantly on the number and kinds of problems checked and on help desired. Directors differed significantly from teachers in rating major problems and kinds of help desired. (Student attrition, however, was judged the principal problem by both the teachers and the directors.) Data on teacher certification, duties, experience, and education, and on such program aspects as subject fields, class loads, scheduling, teacher salaries and recruitment, and inservice education indicated a need to increase the depth and prestige of home economics education for adults through undergraduate teacher training, more full time adult programs and staff, a broader curriculum, tighter teacher certification and salary standards, and other means. (The document includes 29 tables and 38 references) This document is available from Cornell University,Ithaca, New York. 154 pages. (ly)

AC 002 289 E ADULT EDUCATION IN HOMEMAKING IN UPSHUR COUNTY IN WEST VIRGINIA, EVALUATION OF INTERESTS AND NEEDS FOR ADULT HOMEMAKING EDUCATION IN UPSHUR COUNTY, 1960-1961. (M.S. thesis). Bowyer, Ruth Hurst West Virginia Univ., Morgantown 63 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *homemaking education, *educational interest, *educational needs, *evaluation, surveys, home economics education, program length, scheduling, units of study (subject fields), socioeconomic influences, statistical data, masters theses, public school adult education, West Virginia,

ABSTRACT

The purpose of this study was to secure information from mothers of junior high and high school pupils as to what classes should be included in the Upshur County, West Virginia, Adult Homemaking Program. The questionnaire drew replies from 457 (35 percent) of those contacted. Responses showed a general interest throughout the county in attending adult classes. Findings showed that those without home economics prefer to meet in their home communities, while those who have had some home economics training prefer to meet for classes in the home economics department of the high school. It appeared that emphasis should be placed on classes on new sewing techniques, advanced sewing, and quick and easy meals. Of little interest to the majority were the following suggested classes--budgeting time and money, home decoration classes, and stretching the food dollar. Recommendations were made for the possibility of conducting similar studies in other counties to determine the needs of homemakers, including older homemakers and those with young children. (The document includes 61 tables and 13 references.) This masters theses is available from West Virginia University, Morgantown, 122 pages. (ly)

AC 002 108 I STUDY OF WOMEN ENROLLED IN HOME DEMONSTRATION WORK IN 1958 IN NEW YORK STATE. Membership report no. 58. New York Office of Extension Studies, Ithaca R-58 1 Jun 59 102p.

TERMS: *statistical data, *homemaking education, *state surveys, *participant characteristics, *females, rural areas, urban areas, educational background,

ABSTRACT: Three surveys have been made of the home demonstration membership of the counties and cities of New York State, in 1947-48, in 1953, and in 1958. The first survey was done as part of the regular membership enrollment. The 1953 and 1958 surveys used mailed questionnaires. This state report combines the 1958 data for the 55 county and two city organizations and contains comparisons of selected data from the two proceeding surveys. Limited comparisons are made with 1950 census data. The report provides an over-all state picture of the home demonstration membership with which information in the individual county and city reports may be compared. The principal kinds of information about the home demonstration members presented in the report are residence, age, years of schooling, income, children living at home, employment, types of program desired, knowledge of and attitude toward research, and suggestions for research and programs. (aj)

SECONDARY TERMS: age groups, family income, employment, research needs, New York Stat

AC 002 245ME A STUDY OF THE PERSONALITY DIFFERENCES BETWEEN A GROUP OF WOMEN WHO HAD PARTICIPATED IN SEWING CLASSES IN AN ADULT EDUCATION PROGRAM AND A GROUP OF THEIR FRIENDS AND NEIGHBORS WHO HAD NOT PARTICIPATED IN ANY ADULT EDUCATION ACTIVITIES. (Ph.D. thesis). Sitts, Marvin Ralph Michigan State Univ., East Lansing 60 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *individual differences, *personality, *females, *participation, *adult education programs, surveys, age, income, educational experience, sewing instruction, intelligence, statistical data, citizen participation, measurement instruments, doctoral theses, Sixteen Personality Factor Questionnaire,

ABSTRACT

In this study of personality differences, the Sixteen Personality Factor Questionnaire and an adult education interview sheet were administered to a group of women who had participated in sewing classes offered by the Mott Adult Education Program of the Flint, Michigan, Board of Education, and to a group of their friends and neighbors who had not participated in any adult education activity. Questionnaire scores showed that the participants were brighter and more agressive, and tended to be more persistent, less polished, more confident, and marked by a less clear picture of socially approved behavior, than the nonparticipants. Moreover, participants in adult education generally had enrolled in more special schools, had a higher income, belonged to more service and neighborhood clubs, attended more activities in school buildings, had voted more often in recent elections, had known about the adult education program longer, and tended to be older. (Suggestions were offered as to areas for program modification.) This Michigan State University Ph.D. thesis is available from University Microfilms, Ann Arbor, Michigan. L.C. Card No. Mic 60-3426. Microfilm $2.50. Xerox $8.00. 175 pages. (author/ly)

AC 000 596 E A GUIDE TO HOUSEKEEPING. North Carolina State Board of Education,
ED 014 624 Raleigh. Adult Basic Education. EDRS PRICE MF-$0.25 HC-$2.28 57p.

TERMS: *homemaking skills, *adult basic education, *safety education, *instructional materials, *homemaking education, home management,

ABSTRACT: Instructions for cleaning every part of the house are given in outline form with pictures to illustrate procedures. For each job a list of supplies needed, step-by-step instructions, and special tips are given. A plan for keeping a clean house includes lists of jobs to be done daily, weekly, and monthly. The section on home safety includes placement of furniture and upkeep of floors and rugs, lists of safe clothing for the housekeeper, instructions for the proper use of electrical appliances, and safety precautions to be taken in the bathroom, kitchen, and with cleaning supplies and medicines. (This document was prepared by the Cleanliness Bureau, 40 East 41st Street, New York, N.Y. 10017) (aj)

SECONDARY TERMS: accident prevention, hygiene, AC 000 769 I JUNIOR ASSISTANT HOME ECONOMICS AGENTS IN KANSAS, AN EVALUATION OF THE KANSAS PRESERVICE TRAINING PROGRAM. Kemp, Phyllis E. Kansas State Univ., Manhattan. Extension Service. ES-3 APR 67 22p.

TERMS: *preservice education, *home economics education, *program evaluation, extension agents, females, questionnaires,

ABSTRACT: To investigate the effectiveness of the Kansas preservice training program, a pre-post test study was conducted using 13 women college students. These girls had applied to participate in the program, most were from rural Kansas, and all but 1 had had 4-H experience. According to the "Cornell Level of Living Scale," most of the girls were from a high middle income group. The test based on methods, terms, and general knowledge of the extension programs was given at the beginning of the program and again at the end of the 9 week period (2 weeks of seminars at Kansas State Univ. with 7 weeks of field training). All but 1 of the girls increased her score on the post-test, indicating some increased understanding resulting from the training program. A critical ratio was employed and the resulting ratio of 14.01 was significant beyond the .01 level. No systematic evaluation of the application of knowledge was attempted, but from supervisors' reports it can be concluded that the girls did apply some knowledge, especially of methods. (aj)

SECONDARY TERMS: investigations, participant characteristics, Kansas,

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AC 001 335AE NEW FIELDS OF EMPLOYMENT AND VOCATIONAL
ED 017 786 TRAINING FOR OLDER WORKERS. PANEL AND WORKSHOP V. (IN Proceedings of the national conference on manpower training and the older worker, Washington, Jan 17-19, 1966/222-266). Ash, Lane * and others. 66 EDRS PRICE MF-$0.25 HC-$2.00 48p.

TERMS: *middle aged, *employment opportunities, *national programs, *job training, *community programs, employment practices,

ABSTRACT: Opportunities for training older adults in occupations have been made possible by recent federal legislation. Under the sponsorship of the University of Oklahoam, programs were started in 20 rural communities to train older women as visiting homemakers. Local agencies organized the course and recruited the trainees, the home economics agent taught the classes, and certificates were awarded. Twenty-one percent were hired by families or in nursing homes. The state employment service of California abolished the concept of job qualifications in relation to age and created new jobs, such as family aides, senior home repairers, and custodians. Under contract with the Office of Economic Opportunity, the National Council on the Aging set up four model programs, concentrating on the creation of new jobs in community action programs--subprofessionals in community services, Foster Grandparents, and contact persons in Operation Medicare Alert (now funded as a national program). These new kinds of employment should be institutionalized with guarantees of year-round employment, a good wage, and Social Security coverage. These papers were presented at the National Conference on Manpower Training and the Older Worker, Washington, January 17-19, 1966. (pt)

SECONDARY TERMS: visiting homemakers, maintenance, homemaking skills, home visits, community health services, federal programs, home economics education, economic disadvantagement, indigenous personnel, federal legislation, community action, training techniques, National Council on the Aging, Oklahoma, California,

AC 001 648 E HELPING LOW-INCOME FAMILIES THROUGH PARENT EDUCATION, A SURVEY OF
ED 014 041 RESEARCH. Kraft, Ivor * Chilman, Catherine S. U.S.Dept. of Health, Education, and Welfare. Children's Bureau. 66 EDRS PRICE MF-$0.50 HC-$3.16 79p.

TERMS: *parent education, *low income groups, *family life education, *behavior change, *program descriptions, adult educators,

ABSTRACT: The Child Life Studies Branch of the Children's Bureau made an informal survey of parent education for low-income families in the United States in 1961 to 1963. Parent education is designed to improve housekeeping, strengthen interfamily relationships, reinforce family-school understanding, and improve personal skills. Practitioners recommend a bold and assertive style of leadership and the maintenance of frankness and trust. As a result of the survey and reports of programs, it was found that some programs had been successful, including discussion groups, recreational, social, and workshop type activities. Activity programs seemed to be more successful than discussion. Workers reported difficulties in organizing and sustaining programs. The absence of objective methods of evaluation made it impossible to report on the overall effectiveness of the parent education programs. Success was frequently gauged not according to announced practical goals but according to certain inferred therapeutic side-effects of participation, such as self-confidence. A few demonstration projects offered slight or no evidence that parent education is effective in altering attitudes or behavior of low-income families. Highly experienced parent educators should not undertake such efforts except on the basis of careful and clearly adequate resources. (Appendix includes a selective review of programs and a bibliography) (aj)

SECONDARY TERMS: leadership styles, family school relationship, family management, leadership qualities, discussion groups, consumer science, attendance, attendance patterns, recruitment, parent participation, homemaking education, surveys, motivation, homemaking skills, educational objectives, economic disadvantagement, personal values,

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AC 001 257 C NONTRADITIONALLY TRAINED WOMEN AS MENTAL HEALTH COUNSELORS/ PSYCHOTHERAPISTS (In Personnel and guidance journal 44/788-793, Apr 1966). Magoon, Thomas M. * Golann, Stuart E. Apr66 8p.

TERMS: *mental health programs, *counselor training, *training techniques, *womens education, *program evaluation, pilot projects, personnel data,

ABSTRACT: Eight mature women participated in a 2-year National Institute of Mental Health pilot training program combining coursework siminars, casework presentations, and field work. The women havebeen employed in mental health settings for over 3 years and are proving to be creditable professional counselors and psychotherapists. The implications for mental health manpower are discussed. (aj)

AC 002 056MI CHANGING CHILD REARING ATTITUDES THROUGH GROUP DISCUSSION (Ph.D. thesis) Shapiro, Irving S. Columbia Univ., New York 54

TERMS: *child rearing, *parent attitudes, *group discussion, *changing attitudes, research, doctoral theses, questionnaires, family environment,

ABSTRACT: Fifty parents responded to a questionnaire measuring child rearing attitudes of authoritarianism, possessiveness, rigidity, fussiness, permissiveness, parent-child integration, and good judgment. Twenty-five parents comprised the experimental discussion group and were matched with 25 control subjects (1) on an individual basis, according to occupation, education, religion, age, sex, and (2) on a group basis according to mean score on the initial test, number of children per family, age distribution of children, family income, and nativity. Twelve group discussion meetings were led by the investigator according to a defined procedure. Ten months later, the questionnaire was again mailed to the 50 participants. A psychiatric social worker and public health nurse, who had visited the homes, also rated the participants on each of the six dimensions covered by the questionnaire. It was found that exposure to a group discussion technique modified parental child-rearing attitudes in a predetermined direction, and that change in child rearing attitudes was positively related to the extent of exposure to group discussion. The document, MicA 55-670, is available from University Microfilms, Ann Arbor, Mich. $2.80. 224 pages. (author/pt)

SECONDARY TERMS: parent child relationship, behavior rating scales, attendance patterns, time factors (learning),

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AC 000 398FI GROUP WORK WITH AFDC MOTHERS AND THEIR DAUGHTERS. Faunce, R. W. * Murton,
ED 011 540 Bonnie J. Hennepin County Community Health and Welfare Counc Oct 66
EDRS PRICE MF-$0.50 HC-$3.16 79p.

TERMS: ***behavior problems, *children, *family relationship, *group guidance, *housewives, females, child rearing, parent education, delinquency prevention, program evaluation, welfare recipients, Aid to Families with Dependent Childre (AFDC), Big Sisters Agency, Minneapolis,**

ABSTRACT:

A SERVICE PROGRAM FOR MOTHER-DAUGHTER GROUPS WHICH WAS ESTABLISHED AS PART OF A DELINQUENCY PREVENTION PROGRAM IS DESCRIBED AND EVALUATED IN THIS REPORT. THE PROGRAM WAS SET UP TO REDUCE COMMUNICATION BARRIERS BETWEEN THE MOTHERS AND DAUGHTERS AND TO HELP THE MOTHERS COPE WITH THE CHILD-REARING PROBLEMS OF POOR, ONE-PARENT FAMILIES. ALL OF THE MOTHERS EXCEPT ONE WERE RECEIVING AID TO FAMILIES OF DEPENDENT CHILDREN (AFDC) AND ALL OF THE GIRLS WERE IN EITHER THE FIFTH OR SIXTH GRADE. ONE SET OF MOTHERS AND DAUGHTERS WAS REFERRED BY THE SCHOOLS BECAUSE THE GIRLS HAD BEHAVIOR PROBLEMS (THE SCHOOL GROUP), AND THE OTHER SET WAS SUGGESTED BY THE AFDC CASEWORKER (THE AFDC GROUP). THE GROUP WORKER FOR THE SCHOOL GROUP USED A RECREATION-ACTIVITY THERAPY APPROACH, WHEREAS THE CASEWORKER FOR THE AFDC GROUP USED A METHOD SIMILAR TO A FAMILY EDUCATION APPROACH. OPERATIONAL DIFFICULTIES MADE IT IMPRACTICAL TO EVALUATE SYSTEMATICALLY THE HYPOTHESIS THAT IMPROVING COMMUNICATION WOULD BENEFIT FAMILY RELATIONSHIPS. DISCUSSIONS OF THE PROBLEM, THE PURPOSE AND METHODS OF THE PROGRAM, RESULTS, AND RECOMMENDATIONS AND OBSERVATIONS ARE INCLUDED IN A GENERAL SECTION, WHILE ASPECTS OF ADMINISTRATION, STAFFING, BUDGET, OPERATING STATISTICS, COMMUNITY INVOLVEMENT, AND EVALUATION METHODS MAKE UP A SECOND PART. (NH)

C 002 250MI THE DEVELOPMENT OF STUDY MATERIALS FOR USE IN PARENT EDUCATION GROUPS. (Masters thesis) Ashby, Helen B. North Carolina Univ., Greensboro 59 DOCUMENT NOT AVAILABLE FROM EDRS.

ERMS: *study guides, *parent education *discussion groups, supplementary textbooks, child development, masters theses, evaluation,

ABSTRACT: The purpose of this study was to write and test a study guide for use by parent education discussion groups. Forty-one mothers of preschool age children were used in an experiment lasting ten weeks, meeting for one hour each week. The conclusions after experimenting with the guide were--(1) The guide should include other materials on how to use the guide, other areas of concern to parents of preschool children, and a selected bibliography, (2) The guide should present helps based on authoritative materials if used without a trained leader, but ideally there should be a leader with an interdisciplinary knowledge of child development and family life, (3) The guide must make it clear that no one pattern of discussion or procedure must be rigidly followed, and (4) The guide provided a means of keeping the discussion tied to the topic under consideration, and provided materials which the parent could have in hand for study and review. Appendixes contain a list of some events in the growth of child welfare and study in the United States from 1800 to 1930, the form used with the testing group, and a bibliography. This document is available from the University of North Carolina, Greensboro. 135 pages. (author/sg)

AC 002 398JI DETERMINANTS OF PARTICIPATION IN PARENT EDUCATION COURSES (In JOURNAL OF HEALTH AND HUMAN BEHAVIOR, 7(4)/302-308, Winter 1966). Cullen, James S. Win 66 DOCUMENT NOT AVAILABLE FROM EDRS 7p.

TERMS: *parent education, *parent participation, *child rearing, *social attitudes, lower middle class, personal interests, family relationship, interviews,

ABSTRACT: Social and attitudinal determinants of participation and non-participation in child rearing discussion courses were studied. Ninety six lower-middle class mothers of babies between six and twelve months old were interviewed about interests, sources of child care knowledge, perception of family relationships, and husband's views on wife and mother roles. The mothers were invited to attend a discussion course of four sessions on child rearing. A followup interview collected additional data on attitudes toward experts,interest in child care (physical versus behavioral aspects), perceived adequacy of child management knowledge, and perceived advantages of attendance. Only 23 expressed interest in attending classes. These were likely to be educational and/or occupational status, combined with an interest in child behavior. Higher intelligence and/or "drive" were also suggested as variables to pursuing educational interests. Pratical implications for parent educators are discussed. This article appeared in JOURNAL OF HEALTH AND HUMAN BEHAVIOR, Volume 7, Number 4, Winter, 1966. It is available from Executive Office, American Sociological Association, 1001 Connecticut Ave., N.W., Washington, D.C. 20036 (pt)

SECONDARY TERMS: employment level, intelligence, educational background, aspiration level,

AC 002 869 I
ED 017 334

A TRAINING PROGRAM FOR MOTHERS. Horton, Dell M. George Peabody Coll. for Teachers, Nashville, Tenn EDRS PRICE MF-$0.25 HC-$0.28 5p.

TERMS: *PARENT SCHOOL RELATIONSHIP; *TEACHER AIDES; *TRAINING OBJECTIVES; *CHILD DEVELOPMENT; *PARENT CHILD RELATIONSHIP; OBSERVATION; PARENT PARTICIPATION; ROLE PLAYING; TRAINING TECHNIQUES; EXPERIMENTAL PROGRAMS; DISADVANTAGED GROUPS

ABSTRACT:

FOUR OBJECTIVES WERE DESCRIBED AS PART OF THE TRAINING PROGRAM FOR MOTHERS. STEP 1 WAS TO ESTABLISH PARENTAL COOPERATION EXPLAINING THE NEED FOR INTERACTION BETWEEN MOTHER AND CHILD. STEP 2 WAS TO ERASE SOME OF THE TENSION, FEAR, AND FRUSTRATION THAT WAS AROUSED WHEN MOTHERS KNEW THEY WOULD BE TESTED BEFORE THE PROGRAM WAS UNDER WAY. STEP 3 WAS TO GIVE MOTHERS AN OVERALL VIEW OF THE VARIABLES PERCEPTUAL AND CONCEPTUAL, AS WELL AS ATTITUDINAL DEVELOPMENT IN PERSISTENCE, TOLERANCE AND DELAY OF GRATIFICATION. STEP 4 WAS TO HELP MOTHERS UNDERSTAND THE DEVELOPMENT OF THEIR CHILDREN AS THE PROCESS OF A SERIES OF SYSTEMATIC EXPERIENCES BEING LINKED TOGETHER TO FORM A COMPLETE PATTERN OF SKILLS AND UNDERSTANDING. PHASE 1 OF THE PROGRAM IN THE CLASSROOM CONSISTED OF ORIENTATION AND DIRECTED OBSERVATION. PHASE 2 CONSISTED OF DEMONSTRATION AND ROLE PLAY. PHASE 3 CONSISTED OF CLASSROOM PARTICIPATION WITH MINIMAL STRUCTURE. PHASE 4 CONSISTED OF INSTRUCTIONAL PARTICIPATION IN THE CLASSROOM. THESE 4 PHASES OF INVOLVEMENT BEGAN TO YIELD IMMEDIATE RESULTS. THE MOTHERS BEGAN TO BE CURIOUS AND TO ASK QUESTIONS. THE DATA FROM THE RESEARCH INDICATED THAT SUCH A PROGRAM CAN HAVE A MARKED EFFECT UPON THE MOTHERS FROM DISADVANTAGED BACKGROUNDS. FOR EXAMPLE, SEVERAL MOTHERS RETURNED TO SCHOOL. ALSO, SEVERAL FAMILIES PLANNED TO LEAVE FEDERAL HOUSING TO BUY THEIR OWN HOMES. [illegible]

AC 002 870 I
ED 017 335

AN APPROACH FOR WORKING WITH MOTHERS OF DISADVANTAGED PRESCHOOL CHILDREN. Karnes, Merle B.; and others Illinois Univ., Urbana, Inst. Res. Except. Children BR-5-1181 OEC-6-10-235 EDRS PRICE MF-$0.25 HC-$0.80 18p.

TERMS: *PRESCHOOL CHILDREN; *TRAINING TECHNIQUES; *DISADVANTAGED GROUPS; *PARENT EDUCATION; CONTROL GROUPS; INTELLECTUAL DEVELOPMENT; LANGUAGE SKILLS; PARENT PARTICIPATION; PARENT ROLE; PARENT WORKSHOPS

ABSTRACT:

A PRESCHOOL EDUCATIONAL PROGRAM WAS DEVELOPED IN WHICH THE ONLY TEACHER FOR THE CHILD IS HIS MOTHER. IT WAS HYPOTHESIZED THAT MOTHERS OF LOW SOCIOECONOMIC AND EDUCATIONAL LEVEL CAN CONTRIBUTE MATERIALLY, WITH MINIMAL BUT PROPER TRAINING, TO THE INTELLECTUAL AND LINGUISTIC DEVELOPMENT OF THEIR CHILDREN. THE TRAINING PROGRAM FOR THE MOTHERS CONSISTED OF 11 WEEKLY 2-HOUR SESSIONS IN WHICH EXPERIENCED PRESCHOOL TEACHERS WORKED WITH THE MOTHERS IN PREPARING SIMPLE, INEXPENSIVE PROJECTS AND MATERIALS TO BE USED WITH THE CHILD, AND INSTRUCTED THE MOTHERS IN HOW TO USE THE MATERIALS. THESE MOTHERS WERE PAID $3.00 PER SESSION. THIRTY CHILDREN WERE INVOLVED, RANGING IN AGE FROM 39 MONTHS TO 51 MONTHS AT THE TIME THE 12-WEEK PROGRAM BEGAN. THE CHILDREN, HALF OF WHOM WERE TO BE INSTRUCTED BY THEIR MOTHERS AND HALF OF WHOM WERE TO RECEIVE NO COMPENSATORY INSTRUCTION, WERE INITIALLY MATCHED ON SEX AND INTELLIGENCE QUOTIENT. ALL OF THE CHILDREN RECEIVED PRE- AND POSTTESTS ON THE STANFORD-BINET, WHICH MEASURES INTELLIGENCE LEVEL, AND ON THE ITPA, WHICH MEASURES LANGUAGE ABILITY. THE TEST RESULTS SHOWED THAT THE INSTRUCTED CHILDREN GAINED SIGNIFICANTLY MORE IN INTELLIGENCE LEVEL OVER THE 12 WEEKS THAN DID THE CONTROL CHILDREN AND ALSO IMPROVED IN LINGUISTIC FUNCTIONING MORE THAN DID THE CONTROL GROUP. THE HYPOTHESIS WAS DEMONSTRATED TO BE ACCURATE, BUT IS CANNOT YET BE CONCLUDED WHETHER OR NOT THE GAINS CAN BE SUSTAINED OVER THE FUTURE. (WD)

AC 001 554 JI TRAINING PUBLIC WELFARE CLIENTS FOR EMPLOYMENT (IN Public welfare, 25(2)/122-128, 1967). Rippeto, Robert D. 67 7p.

TERMS: *adult vocational education, *welfare recipients, *employment programs, literacy education, counseling services, job placement job training, simulation, clerical occupations, hospital personnel, building operation, advisory committees, community relations, on the job training, nurse's aides, San Mateo County,

ABSTRACT: The Vocational Services Program of San Mateo County, California has been established for the purpose of identifying public assistance recipients who are employable and are ineligible for training by other organizations, motivating them for work, teaching the skills needed in the current labor market, and helping them to find jobs. Vocational and employment counselors, social workers, and a medical consultant are among the staff. Various types of training have been developed which simulate, as nearly as possible, actual working conditions. Training is provided for such persons as clerical workers, nurse's aides, assembly workers, and building maintenance men. Individual and group counseling and literacy training are important aspects of the program. An advisory committee of representative citizens, volunteers from community groups, industry, labor unions, and schools, help with the planning and development of the program, securing support for new services, and interpreting the program to the community. (pt)

AC 001 250 C BACK TO WORK WORKSHOP FOR WOMEN, A SUGGESTED COURSE OF STUDY DESIGNED FOR PUBLIC SCHOOL ADULT EDUCATION PROGRAMS. University of the State of N.Y., Albany. New York Bureau of Continuing Education Curriculum Development, Albany. 67 52p.

TERMS: *womens education, *public school adult education, *workshops, *job application, *course organization,

ABSTRACT: A 6-session, 2-hour workshop for mature women considering entering or re-entering the labor market, includes information on what is involved in a return to work, self inventories, job opportunities, looking for a job, self-employment ideas, and preparation of a letter of application and resume. aj

AC 002 279ME AN ENQUIRY INTO THE NEED FOR CONTINUING EDUCATION FOR REGISTERED NURSES IN THE PROVINCE OF ONTARIO (M.A. thesis). Flaherty, M. Josephine Toronto Univ., Ontario 65 DOCUMENT NOT AVAILABLE FROM EDRS.
ED 018 737
TERMS: *nurses, *educational needs, *professional continuing education, liberal arts, library facilities, inservice programs, motivation, participation, professional associations, credits, masters theses, educational background, questionnaires, program length, Ontario

ABSTRACT
A random sample of female registered nurses on the roll of the College of Nurses of Ontario in April 1965 was surveyed to determine their need for continuing education. Nurses preferred to study nursing subjects, on a credit basis, in a short course. Age, marital and employment status, level of education, occupational goal, type of position, and field of employment seemed to influence the type of programs preferred, with home responsibility the most often named deterrent. About one-third reported that their educational needs were not being met. For the others, reading and inservice programs were the most effective methods. The educational activities of professional associations appealed to nurses with education beyond the diploma level. About 40 percent of the nurses were granted time off with pay to attend professional meetings. It is recommended that courses in current trends in nursing be offered, and well advertised, by the nurses' association or college, with liberal education introduced at a later date, that professional library facilities be expanded, and that home study programs be developed. A study of the learning habits of nurses should be attempted. (The document includes 21 tables, the questionnaire, and a list of educational programs This document is a master's thesis available from the University of Toronto, Ontario. 176 pages. (aj)

AC 001 775 E SPECIAL PROGRAMS UNDER TITLE I HIGHER EDUCATION ACT OF 1965, Aug 1966, Oct 1967. Final report. New York State Univ., Farmingdale. Ag. and Tech. College. 67 EDRS PRICE MF-$0.25 HC-$0.44 11p.
ED 015 393
TERMS: *adult education programs, *community education, *career planning, *community services, *vocational development, womens

ABSTRACT: In 1966, the State University of New York at Farmingdale developed three noncredit daytime programs in education for community service. Gateway to Careers for Women, a 15-session workshop, provided field assignments, jobfinding skills, and counseling. New Horizons for Later Years was a 10-session program for older men and women preparing for retirement. Medicare-Aide Training Program provided a 10-session workshop to train men and women as paid or volunteer nurses aides. All programs involved guest speakers, field trips, films, new techniques in group guidance, and creative teaching materials. Attendance was well above average for adult education programs. Some of the participants received tuition grants and transportation stipends. Instructors included a nurse, a social worker, and three assistant instructors working in a team teaching situation. Community involvement exceeded expectation and media coverage was extensive, the greatest response coming from newspaper articles. Requests for materials and information have come from many organizations and individuals, and the staff have been involved in related conferences, programs, and advisory groups. During the 1967-68 academic year, an expanded curriculum will provide training for nurses aides, leaders, hard-core unemployed women, and teachers aides. (pt)

SECONDARY TERMS: education, information dissemination, leadership training, retirement promotion (publicize), daytime programs, nurses aides, news media, instructional staff, volunteers, participant characteristics, attendance patterns, nonprofessional personnel, economically disadvantaged,

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AC 001 354 E THE WOMEN'S TALENT CORPS, PROPOSAL. Women's Talent Corps, New York.
ED 012 873 EDRS PRICE MF-$0.25 HC-$1.28. 32p.
TERMS: *program proposals, *womens education, *low income groups, *subprofessionals, *program planning, job training, females,

ABSTRACT: Women's Talent Corps, funded by the Office of Economic Opportunity, will meet two social problems in New York City--job shortages in community services and unemployment and lack of training among the poor. Women will be recruited from low-income neighborhoods and trained as pre-professional assistants in schools, hospitals, and social agencies through a program of formal classes and field experience. These women will become contacts between professional community workers and the low-income people they assist. Professional women with working skills and experience in education, health, or welfare fields will be trained as coordinators to counsel the trainees, direct field work, and serve as liaison between trainees and the agencies employing them. The trainee and coordinator will help each other understand the conditions of poverty and the responsibilities imposed by education and employment. The program design includes five phases--(1) community development and program planning (three months spent organizing and staffing the institute), (2) orientation (six weeks of classes for 120 trainees and 30 coordinators in three groups), (3) work- training (four to seven months of practical training), (4) phasing- out (diminishing contact between trainee and coordinator), and (5) research and evaluation. (aj)
SECONDARY TERMS: manpower development, field experience programs, community services, health occupations education, teacher aides, selection, participant involvement, community services, career opportunities, curriculum development, coordinator trainers, guidance counseling, poverty programs, indigenous personnel, urban areas, New York City, Womens Talent Corps,

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AC 001 347 E COLLEGE FOR HUMAN SERVICES, A MODEL FOR INNOVATION IN URBAN HIGHER
ED 012 870 EDUCATION. Women's Talent Corps, New York. 6-67, 7/6 MAY 67 EDRS PRICE MF-$0.25 HC-$1.20 30p.
TERMS: *junior colleges, *low income groups, *community services, *subprofessionals, *womens education, urban areas, females,

ABSTRACT: The Women's Talent Corps, attempting to establish permanent positions in community agencies at a new entering level, has developed an action-centered approach to the training of women from ghetto areas for pre-professional jobs in hospitals, welfare agencies, and schools. The Corps now seeks to put its educational program on a permanent basis as a model two-year College for Human Services. The College will (1) help students prepare for equivalency examinations at the secondary level as they begin college work, (2) prepare them at once for work in the helping professions and place them in jobs, (3) use field work for methods teaching, (4) offer a core curriculum based on the needs of the professions and the populations served, and (5) offer a flexible program including preparation for transfer to a four-year college. There will be two types of faculty, the coordinator- trainer (women with field experience who will serve as counselors, supervisors, and teachers to groups of ten students) and a small academic faculty who will lecture in sociology, psychology, social work, and education and plan the core curriculum to be integrated with on-the-job experience and lead to a junior college degree. It is proposed that the first College class enter in January 1968. (aj)
SECONDARY TERMS: service occupations, college faculty, field experience programs, small group instruction, degree programs, core curriculum, equivalency tests, coordinator trainers, innovation, on the job training, career opportunities, training allowances, curriculum development, evaluation, guidance counseling, Womens Talent Corps, College for Human Services, New York City,

AC 001 346 E WOMEN'S TALENT CORPS, PROGRESS REPORT, MARCH-APRIL, 1967. Women's
ED 012 869 Talent Corps, New York. CAP-67-9094 6-67-7/12 APR 67 EDRS PRICE
MF-$0.25 HC-$0.96 24p.
TERMS: *subprofessionals, *womens education, *career opportunities, *promotion (publicize), *low income groups, females, labor unions,

ABSTRACT: The Women's Talent Corps was founded in 1965 on two premises--(1) mature women living in poverty areas of New York could be trained to provide services to the community regardless of their previous education and (2) community agencies would create semi-professional service positions with opportunities for advancement. By April 1967, 120 trainees had been placed as Teacher and Guidance Assistants in public schools, as Social Work and Therapy Assistants in hospitals and neighborhood centers, and as Program Workers. A series of community meetings in low income areas identified local needs and the role women pictured for themselves. A letter-writing campaign enlisted political support and funds from the Office of Economic Opportunity. Applicants were tested and interviewed to reveal their perception of social problems, sensitivity to human relations, and high morale, qualities closely correlated with success. Throughout the 30-week training program formal classes were interwoven with field experience, with an experienced professional woman, called a coordinator-trainer, acting as discussion leader, counselor, and supervisor to each small group of trainees. Out of the training institute has developed a "new careers" College for Human Services with a modified, two-year curriculum. (aj)
SECONDARY TERMS: professional associations, testing, job analysis, organizational change, community services, job training, urban areas, field experience programs, coordinator trainers, financial support, adoption (ideas), innovation, educational experiments, indigenous personnel, health occupations education, teacher aides, guidance

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AC 001 687 E TEXAS ADULT MIGRANT EDUCATION. Texas Education Agency, Austin.
ED 015 361 JAN 66 EDRS PRICE MF-$0.25 HC-$0.44 11p.
TERMS: *migrant adult education, *adult basic education, *adult vocational education, *homemaking education, English (second

ABSTRACT: The Texas Office of Opportunity has devised a program to meet the educational problems of the migrant laborer. Basic education provides reading, writing, and English instruction, citizenship and safety education, occupational orientation, and guidance and counseling programs. Homemaking education includes nutrition, child guidance and development, sanitation, home management and clothing. Occupational training for jobs such as appliance and mechanical repairing, food service, and in building and metal trades is provided. An advisory committee composed of migrants, representatives from occupational groups, and educators provide program guides. Present problems include recruiting qualified teachers, providing teaching materials and aides, solving controversies over paying of stipends, and meeting educational needs of non migrants. The program has generated much enthusiasm and created a positive home learning atmosphere for migrant children, revealed in their higher rate of school attendance. Teachers have expressed great satisfaction with their classes and a greater social consciousness of the migrant problems as well as greater community participation has developed. (pt)
SECONDARY TERMS: language), literacy education, safety education, work attitudes, vocational counseling, child rearing, home management, clothing instruction, service occupations, migrant problems, teacher recruitment, participant satisfaction, training allowances, community involvement, hygiene, Texas,

AC 001 907 I NARRATIVE SUMMARY OF NATIONAL DATA ON STUDENTS IN ADULT BASIC EDUCATION and RESULTS OF THE SURVEY OF ADULT BASIC EDUCATION STUDENTS. U.S. Office of Education. Adult Education Branch 68 10p.

TERMS: *adult basic education, *participant characteristics, *public school adult education, *national surveys, race, marital status, income, welfare

ABSTRACT: A tabulation of the national summary of data resulting from a Demographic Survey of Adult Basic Education students conducted by the U.S. Office of Education, cooperating with state and local public school systems during the first half of 1967, covers 94,000 new enrollees of the 400,000 total enrolled during that school year. Data are given on race or national origin, sex, marital status, income and employment, welfare recipients, home and class location, age, and grade level completed. This document is available from the U.S. Office of Education, Adult Education Branch, Washington, D.C. (aj)
SECONDARY TERMS: recipients, school location, educational background, demography, sex differences, age differences,

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AC 001 589 I THE WOMEN'S TALENT CORPS, INC., AN INSTITUTE FOR TRAINING AND CAREER DEVELOPMENT IN COMMUNITY SERVICE FOR WOMEN OF LOW-INCOME RESIDENT IN NEW YORK CITY (A Community Action Program financed under Title II-A of the federal Economic Opportunity Act of 1964). Women's Talent Corps, New York. 4p.

TERMS: *womens education, *job training, *low income groups, *service occupations, *subprofessionals, manpower development, field experience programs, community services, training allowances, small group instruction, health occupations, career opportunities, coordinator trainers,

ABSTRACT: The Women's Talent Corps is an institute to train women recruited from low-income neighborhoods in New York for job opportunities in community service fields. Its purpose is two-fold-- (1) to prove that women with high motivation for employment but with limited skills and job opportunities can be trained for specialized assistant positions and (2) to open up new job opportunities for trained non-professional women in community service fields. Long-range objectives of the Women's Talent Corps are to increase communication between professional community workers and those they serve, to establish new careers for low income women, and to develop model training curriculums. The training program consists of a six-week orientation (lectures, discussions, role playing) followed by four to eight months of work-training in the field. Coordinator-Trainers (professional women with working experience in community

AC 002 872 I MIGRANT LIFE EDUCATION COMPONENT. Dougherty, William J.;
ED 017 345 Morgan, Leila New Jersey State Dept. of Health, Trenton 65
EDRS PRICE MF-$0.50 HC-$3.48 85p.

TERMS: *HEALTH EDUCATION; *MIGRANT HEALTH SERVICES; *HOUSING DEFICIENCIES; *MIGRANT EDUCATION; FIELD TRIPS; HOMEMAKING SKILLS; LEISURE TIME; SANITATION IMPROVEMENT; CONSUMER EDUCATION
New Jersey

ABSTRACT:

THE 20,000 AGRICULTURAL MIGRANTS WHO CONVERGE ON NEW JERSEY EACH SUMMER LIVE IN 2,000 LABOR CAMPS. THESE PEOPLE ARE IN POOR HEALTH AND LIVE IN HOUSING WHICH IS SUBSTANDARD. TO ALLEVIATE THIS SITUATION, THE MIGRANT LIFE EDUCATION PROGRAM WAS ORGANIZED IN THE SUMMER OF 1965 BY THE NEW JERSEY STATE DEPARTMENT OF HEALTH, AND HAD THE FOLLOWING OBJECTIVES--(1) REDUCTION OF PREVENTABLE ILLNESSES, (2) PROVISION FOR A HEALTH EDUCATION PROGRAM ON SANITATION, (3) PROVISION FOR CONSUMER EDUCATION FOR MIGRANT HOMEMAKERS, (4) PROVISION FOR PHYSICAL HEALTH ACTIVITIES AND OTHER RECREATION, AND (5) AROUSAL OF INTEREST IN CREW LEADERS AND FARMERS FOR THE HEALTH PROGRAM. TO ACCOMPLISH THESE OBJECTIVES, A STAFF WAS EMPLOYED WHICH INCLUDED A HEALTH EDUCATOR, A REHABILITATION COUNSELOR, AND TEMPORARY PERSONNEL AT FIELD SUPERVISORY AND SERVICE LEVELS. FROM THE MIGRANT RESIDENTS, 28 HEALTH AIDES WERE EMPLOYED TO WORK DIRECTLY WITH THE MIGRANTS. AN EVALUATION OF EACH FACET OF THE PROGRAM IS PRESENTED IN THIS DOCUMENT AND RECOMMENDATIONS ARE MADE FOR CONTINUATION OF THE PROJECT. (ES)

AC 002 873 I EDUCATION FOR THE ADULT INDIAN COMMUNITY. Roessel, Robert A., Jr.
ED 017 350 Arizona State Univ., Tempe, Coll. of Education 64 EDRS PRICE MF-$1.5
HC-$13.60 338p.

TERMS: *ADULT EDUCATION; *AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; *CULTURAL FACTORS; *SOUTHWESTERN STATES; CONFLICT; BIBLIOGRAPHIES; ECONOMIC DEVELOPMENT; COMMUNITY PROGRAMS; HOUSING NEEDS; HOMEMAKING SKILLS; HOME VISITS; WELFARE SERVICES; HEALTH EDUCATION; CURRICULUM PLANNING; GROUP ACTIVITIES; MANPOWER DEVELOPMENT; TEACHING TECHNIQUES; ENGLISH (SECOND LANGUAGE); INSERVICE TEACHER EDUCATION

ABSTRACT:

THE TWO COURSES, COMMUNITY DEVELOPMENT IN INDIAN EDUCATION AND EDUCATION OF THE INDIAN ADULT, WERE OFFERED FOR THE SECOND TIME DURING THE SUMMER OF 1963 AT ARIZONA STATE UNIVERSITY. THIS DOCUMENT IS A RESULT OF THE COMPILATION OF 32 PAPERS PREPARED BY THE STUDENTS FROM THESE 2 CLASSES. THESE PAPERS PERTAIN TO VARIOUS SUCCESSFUL COMMUNITY DEVELOPMENT PROGRAMS ON INDIAN RESERVATIONS IN THE SOUTHWEST AND TO UNIQUE INDIAN ADULT EDUCATION APPROACHES. BIBLIOGRAPHICAL REFERENCE SECTIONS ACCOMPANY SOME OF THE PAPERS. (ES)

AC 002 019ME VALIDATION OF THE OBJECTIVES OF PUBLIC SCHOOL ADULT EDUCATION
ED 017 808 (Ed.D.thesis). Smith, Joseph Richard California Univ., Los Angeles Jun 66 DOCUMENT NOT AVAILABLE FROM EDRS.
TERMS: *educational objectives, *public school adult education, general education, citizenship responsibility, leisure time,

ABSTRACT: The major goals of public school adult education identified in this study are--(1) general education for self realization, (2) occupational education for economic efficiency, (3) citizenship education for civic responsibility, (4) homemaker education for family life, (5) special education to meet individual and community problems, (6) recreation education for use of leisure time. The objectives which contribute to the achievement of these goals are listed. Procedures used included consultation and interviews with professors of adult education and with chief administrative officers in state departments of education and state and national professional associations of public school adult educators, a survey of the literature relating to adult education in the public schools, examination of program offerings in school districts participating in the study, evaluation of replies from a panel of authorities on objectives of public school adult education, analysis of the degree of agreement between adult educators and the panel, and drafting a statement of objectives of public school adult education. This document is available from University Microfilms, Ann Arbor, Michigan. Microfilm $3.00 Xerography $7.40 133 pages. (author/aj)
SECONDARY TERMS: homemaking education, doctoral theses, vocational education, investigations,

AC 001 702 E SARAH LAWRENCE COLLEGE CENTER FOR CONTINUING EDUCATION AND COMMUNITY
ED 014 681 STUDIES. WORK IN PROGRESS REPORT III, DEC 1964-SEP 1966. Loewenberg, Bert J. Sarah Lawrence College, Bronxville, N.Y. Center for Continuing Educ. SEP 66 EDRS PRICE MF-$0.25 HC-$1.52 38p.

TERMS: *womens education, *part time study, *degrees (titles), masters degrees, undergraduate study, graduate study, participant

ABSTRACT: Grants from the Carnegie Corporation have enabled Sarah Lawrence College Center for Continuing Education and Community Studies to establish a flexible program for women who wish to study part time toward undergraduate and graduate degrees after being out of school for several years. Participants are chosen by interview after completing an application form and presenting transcripts. No tests are used. Through counseling, women are helped to select the program best suited to their goals, at Sarah Lawrence or elsewhere. The Center's undergraduate courses carry five hours credit, meet once a week, and require 15 hours of outside work. Each student has a biweekly tutorial conference. After four semester courses students may be accepted in the general college program. Graduate programs are offered at Sarah Lawrence in liberal arts and college level teaching. In cooperation with New York University, the Center has established part time master's programs in elementary education and in social work, and with Pratt Institute, in library science. In independent conference study and The Institute for Community Studies, women can study community problems while providing such community services as tutorial programs for underachieving children. (Document includes seven charts) (aj)

SECONDARY TERMS: characteristics, independent study, guidance counseling, liberal arts, statistical data, enrollment, dropouts, social work, teaching, library science, community study, Sarah Lawrence College, New York University, Pratt Institute,

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AC 001 310 E CONTINUING EDUCATION FOR WOMEN, A FIVE-YEAR REPORT OF THE MINNESOTA
ED 012 430 PLAN, 1960-1965. Schletzer, Vera M. * and others. Minnesota Univ. Women's Continuing Education Advisory Committee. Carnegie Corporation, New York, sponsor. JUN 67 EDRS PRICE MF-$0.50 HC-$3.48 87p.

TERMS: *higher education, *womens education, *participant characteristics, *educational needs, *intellectual development, counseling, testing,

ABSTRACT: As a pilot project supported by the Carnegie Corporation, the Women's Continuing Education Program of the University of Minnesota (Minnesota Plan) has been providing, for over five years, the flexible arrangements needed by women wishing to continue their education, for accommodating the resources of the University to their needs and objectives. The more than 2,600 women enrolled are mostly in their 30's and early 40's married, have children, are from the middle class, metropolitan families, have less than 4 years of college, and are interested in training for vocations. Features of the plan include experimental liberal arts seminars, placement service, child care center, extensive counseling, small scholarships, and undergraduate and communications programs. The Plan reveals the need for re-evaluation of traditional university regulations, course offerings, and guidance programs, and for an increased willingness by American society to use its resources of able and educated women. (The document includes 18 tables.) (aj)

SECONDARY TERMS: educational objectives, scholarships, seminars, job placement, public relations, changing attitudes, continuing education centers, pilot projects, females, program planning, administrative policy, promotion (publicize), vocational counseling, day care services, Minnesota Plan, Minnesota,

C 002 028 E CONVERSATIONS WITH RETURNING WOMEN STUDENTS. Likert, Jane G.,ed.
D 017 815 Michigan Univ., Ann Arbor. Center for Continuing Education of Women
Nov 67 DOCUMENT NOT AVAILABLE FROM EDRS.

ERMS: *womens education, *higher education, *part time students, *continuing education centers, *graduate study, anxiety,

BSTRACT: In the spring of 1967, the University of Michigan's Center for Continuing ducation of Women held a series of four discussions, "Women in School and at Work," to ive women who are continuing their education or thinking about it an opportunity to talk o each other. At each session, two or three women who had returned to college began a eneral conversation by discussing their own return and some of their initial fears, andicaps, and rewards. They compared notes on coping with their multiple obligations and ave advice to the newcomers. Members of the University faculty, administration, and staff nd the center staff also took part. This booklet reproduces the conversations arranged nder the general points covered--returning to school, anxieties such as attitude of usbands, faculty, and other students, fear of failure, finances, and discrimination, and ays of managing at home, school, and work. This document is available, for $1.00, from The University of Michigan Center for Continuing Education of Women, 330 Thompson St., Ann Arbor, Mich. 48108. 55 pages. (aj)

ECONDARY TERMS: study habits, family management, undergraduate study, females, financial roblems, educational counseling, commuting students, vocational counseling, adult learning,

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AC 002 074 E A SURVEY OF "SPECIAL" EDUCATIONAL PROGRAMS FOR ADULT WOMEN IN UNIVERSITY
ED 020 459 EXTENSION DIVISIONS AND EVENING COLLEGES. (M.A. thesis). Loring, Rosalind Kolan California Univ., Los Angeles 66 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *national surveys, *womens education, *evening colleges, *university extension, masters theses, counseling services, participant characteristics, publicize, questionnaires, interviews, credit courses, noncredit courses, status, females, liberal arts, enrollment, personal growth, New School for Social Research, Northeastern University, Radcliffe College, Roosevelt University, University of Utah,

ABSTRACT

To discover trends and innovations in special programs for mature women offered by university extension divisions and evening colleges, questionnaires were sent to 216 institutions (157 responded) and an interview schedule was used in personal visits to five institutions. Of the 157 schools, 93 scheduled programs for adult women ranging from college credit and noncredit liberal arts daytime courses to specially designed courses deemed of interest to women, activities concentrating on the status of women today, and to the largest category of occupational improvement. Individual and group counseling was usually available, but program research was not part of any listed program. Enrollees were Caucasian, middle class socially and economically, with college and community organization experience. Although the enrollment varied from 50 to 1,000 per year, no program was entirely self-supporting nor completely subsidized. All kinds of promotion were used, but the printed announcement and word of mouth were most depended upon. Program materials were primarily written, and designed or collected for the specific project. This document is available from California University at Los Angeles. 116 pages. (author/aj)

AC 001 308 E DAYTIME SCHOOL FOR ADULTS, A NEW PROGRAM DIMENSION AT UNIVERSITY OF CALIFORNIA/BERKELEY, WITH A REACTION BY VIRGINIA BULLARD, DIRECTOR
ED 012 429 OF DAYTIME PROGRAMS FOR ADULTS, NORTHEASTERN UNIVERSITY (CSLEA. Occasional papers, 15). Gordon, Morton. Center for the Study of Liberal Education for Adults, Boston. 67 EDRS PRICE MF-$0.25 HC-$1.60 40p.
TERMS: *daytime programs, *university extension, *program development, *evaluation, enrollment, recruitment, program descriptions,

ABSTRACT: In 1964 the University of California Extension set up an autonomous Daytime Program which now offers 100 classes, conferences, and lecture programs in four locations in the San Francisco Bay area. How the daytime staff faced problems of academic credit, need for risk capital in an innovative effort, and management of faculty relations, and its use of volunteers to reach into the community form the core of this report. Differences between the Daytime Program and the rest of University Extension are--new type of students are attracted, student and faculty energy is high, and faculty is easily recruited. In the future, increased enrollments, more emphasis on continuing professional education, and expanded programs for women are anticipated. Because of rising costs, the Daytime Program is seeking support from outside sources to augment student fees in financing top quality education. Virginia Bullard's insights on the issues of finance, credit, and audience involvement are based on her experiences with a similar program at Northeastern. The document includes tables and the questionnaire used to survey the need for the program.

SECONDARY TERMS: program administration, financial support, womens education, volunteers, faculty recruitment, participant characteristics, college credits, financial policy, non credit courses, participant involvement, program content, University of California, CSLEA,

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AC 001 440 E SURVEY OF UNIVERSITY ADULT EDUCATION IN THE METROPOLITAN AREA OF NEW
ED 013 405 YORK. Ellwood, Caroline. New York Univ. School of Continuing Education. Fund for the Advancement of Education, New York. JUL 67 EDRS PRICE MF-$0.75 HC-$6.64 166p.
TERMS: *university extension, *adult educators, *urban areas, *adult education programs, *higher education, womens education,

ABSTRACT: This survey of university-level adult credit and non credit courses covers over 30 colleges and universities in greater New York-- largely evening colleges, community colleges, and community service programs. An historical review portrays the growth of liberal adult education since the founding of Cooper Union in 1859. A survey of adult educators showed largely nonprofessional, part-time instructors of diverse backgrounds and a need for more inservice training and closer communication with administrators and other faculty. Recommendations include--a Center for Continuing Education in New York, coordinated self-study by all university adult education divisions, joint planning to determine future areas of concern, seminars for community leaders, continuing education on urban problems, and special programs to upgrade the education and social awareness of disadvantaged adults. Also noted are 15 programs primarily for women, 20 projects in New York State under Title 1 of the Higher Education Act of 1965, and six special degree programs. (The document includes numerous charts and tables and 33 institutional profiles.) (ly)
SECONDARY TERMS: noncredit courses, educational needs, community service programs, evening colleges, community colleges, program descriptions, surveys, educational background, teacher experience, teacher administrator relationship, urban education, degrees (titles), New York City,

C 001 092 I ADULT EDUCATION IN THE YWCA. Woods, Dorothea E. World YWCA, Geneva. (Switzerland). 66 187p.

ERMS: *womens education, *voluntary agencies, *adult education programs, *interagency cooperation, *educational needs, literacy education,

BSTRACT: Adult education in the YWCA aims at helping people, particularly women n the 18-35 age group, to develop their capacity to live fuller lives in a world f rapid social change. Priorities vary from place to place, according to situation. ducation is provided in a wide variety of forms, from vocational schools offering iplomas to informal clubs and discussion groups, and includes publication of periodicals nd the establishment of libraries. In addition to literacy programs, the YWCA offers ducation in the areas of religion, citizenship, social responsibility, and international nderstanding, homemaking, nutrition, and family life, health and physical education, sychology and human relations, economics and science, leadership development, and reparation for the constructive use of leisure. The YWCA cooperates with other voluntary, overnmental, and intergovernmental agencies in the field of adult education on the ocal, national, and international level in promoting out-of-school education for omen, conducting research in adult education, and studying the role of the adult ducator. Document includes 7 tables, appendixes (YWCA library scheme, YWCA adult rogram in 69 countries) and an extensive bibliography. (aj)

ECONDARY TERMS: vocational education, leadership training, religious education, ecreational activities, publications, international organizations, library services, WCA,

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AC 001 670ME HISTORY OF ADULT JEWISH EDUCATION IN FOUR NATIONAL JEWISH ORGANIZATIONS
ED 015 357 (Ed.D. thesis). Cohen, Samuel I. Yeshiva Univ., New York. Ferkauf Graduate School. JUN 67 DOCUMENT NOT AVAILABLE FROM EDRS 410p.

TERMS: *Jews, *adult education programs, *national organizations, *historical reviews, *religious cultural groups, literature

ABSTRACT: Since the end of World War II, national Jewish membership organizations have been giving increasing attention to adult Jewish education. The development of adult education programs in four general cultural-service organizations--B'nai B'rith, The National Council of Jewish Women, The American Jewish Committee, and The American Jewish Congress--is reconstructed and analyzed in this study. The historical traditions of adult study in Jewish life beginning with Biblical precepts and practices, and the origins and development of general adult education in the United States are discussed. A review of the literature in adult Jewish education, in the history and sociology of American Jewry, in Jewish educational foundations, and in general adult education is included. Historical, sociological, and economic factors have influence the increased participation in adult Jewish education. (Appendixes are official documents of the organizations studied and a bibliography.) (This document is available from University Microfilms, Ann Arbor, Mich., Order No. 67-14567.) (aj)

SECONDARY TERMS: reviews, socioeconomic influences, participation, foundation programs, females, cultural factors, religious factors, religious discrimination, anti semitism, womens education, churches, church programs, doctoral theses, B'nai B'rith, National Council of Jewish Women, American Jewish Committee, American Jewish Congress, AC 000 814FI THE MOTIVATIONAL PATTERNS OF WOMEN ENGAGED IN EDUCATIONAL ACTIVITIES OF VOLUNTARY ORGANIZATIONS (ED 010 244). Hall, Cleo A. Chicago. Univ. BR-5-8065 USOE. Cooperative Research Program. CRP-S-228 DEC 65 EDRS PRICE MF-$1.00 HC-$8.36 209p.

TERMS: *females, *motivation, *voluntary agencies, *participation, *educational programs, home economics education, interests,

ABSTRACT: Motivations, interests, and needs related to participation in voluntary organizations by women were studied. A 3-part instrument was developed to measure selected motivations, to collect data on demographic characteristics, and to measure satisfaction with activities. The sample was composed of 996 home economics extension club members and 129 county extension home economists. Data were gathered from responses to the instrument made by the women. Data analysis included combining the rank ordering of component reasons and computation of mean ranks and standard deviations for combined rank orderings. The strongest motivation for participation was the desire for learning experiences. Sociability was not found to be a primary motivating force. Written as doctoral dissertation, entitled "Why Illinois women participate in Home Economics Extension Club programs" -- Microfilm AC 000 814MI (rie/aj)

SECONDARY TERMS: organizations(groups), meetings, measurement instruments, participant characteristics, research, doctoral theses,

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AC 002 235ME
ED 018 728
A STUDY OF GIRL SCOUT LEADERSHIP TRAINING, NON-PROFESSIONAL LEADERS OF ADULTS AS CONTINUOUS LEARNERS (Ph.D.thesis). Stanzel, Ann Katherine California Univ., Berkeley 63 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *volunteers, *trainers, *leadership training, *continuous learning, individual characteristics, research, doctoral theses, teaching techniques, measurement instruments, effective teaching, leadership styles, teacher experience, college graduates, work experience, questionnaires, problem solving, independent study, critical incident technique, Girl Scouts,

ABSTRACT

Research identified characteristics of effective Girl Scout volunteer trainers and developed criteria for determining effectiveness. Twelve problem situations, secured through a critical incident technique, tested evaluative judgment and were scored for problem identification. Forced choice questions tested content versus group orientation. Seventy-five trainers and 500 of their trainees in the San Francisco Bay area participated in various phases of the study and a small scale experiment was conducted using a self help instrument called "my continuous learning plan." Eighty-eight percent of the trainers were classified as a mixed leadership type concerned with program content and group processes. Low scoring trainers had experience with only children, while high scoring trainers had varied Girl Scout teaching and participation in training events, a college degree, and career experience. Those participating in the continuous learning plan showed a greater change in score than the control group. Among conclusions were that a learning oriented approach to group leadership is found to be the critical prerequisite of the volunteer leader of adults. (An historical chapter on Girl Scout adult leadership training from 1912 to 1962 is included) This document is available from University Microfilms, Ann Arbor, Mich. Order No. 64-2139. Microfilm $3.55. Xerography $12.40. 275 pages. (author/pt)

AC 000 088 E
ED 018 678

AN EXPERIENCE IN MUTUAL SERVICE. Report of the 1965 International Training Institute of the YWCA of the U.S.A. and YWCA of Canada. YWCA of the U.S.A., New York, N.Y. YWCA of Canada. 65 EDRS PRICE MF-$0.50 HC-$3.00 73p.

TERMS: *international organizations, *volunteer training, *leadership training, *cross cultural training, *intercultural programs, workshops, voluntary agencies, field trips, financial support, program planning, womens education, participant characteristics, community change, community development, discussion programs, social change, field experience programs, program descriptions YWCA,

ABSTRACT

This report reviews the selection and preparation of International Training Institute participants, sources of financial support, seminar topics, visits to Washington, D.C. and New York following the seminar, experiences and insights arising from field placements, workshop objectives and outcomes, (including evaluative comments), and the closing conference held at Banff. Necessary preparations by delegates included gathering background material on one's own country and doing a case study or program report. The Buck Hill Falls, Pennsylvania, seminar discussed the YWCA as a Christian movement, social change characterizing a world in revolution, the nature and structure of communities and of community change, developing leadership skills, and understanding people and interpersonal relations. Workshops dealt with social change, Christian response, and the task of the YWCA. The closing conference produced project papers on topics such as leadership training, youth work, community action, and the role of women. (Appendixes give a chronology of the Institute planning and execution (1963-65), the preparatory study outline, the budget of the Institute, brief biographies of participants, field placement data, workshop assignments, and workshop themes.) (ly)

AC 002 244 ME
ED 020 480

VOLUNTEER AND STAFF PARTICIPATION IN A VOLUNTARY SOCIAL WELFARE ASSOCIATION IN THE UNITED STATES, A STUDY OF THE NATIONAL YOUNG WOMEN'S CHRISTIAN ASSOCIATION. (D.S.W. thesis). Almanzor, Angelina Carunungan Columbia Univ., New York, N.Y. 61 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *participation, *intergroup relations, *voluntary agencies, *volunteers, *professional personnel, environmental influences, marital status, values, religion, attitudes, socioeconomic status, motivation, sociology, conflict, role perception, age differences, social welfare, doctoral theses, Young Womens Christian Association,

ABSTRACT

In this study, which focused on volunteer and staff participation in the national YWCA, data were examined on the differences in age, marital status, religion, value orientation, socioeconomic status, motivation, and role perception which affected the participatory behavior of members of a committee group working on a specific project. Attention was also given to organizational policies which minimized conflicts and maximized the cooperative and satisfying participation of volunteers and staff members. Continuing involvement in program activities,holding offices, attending meetings, voting in elections and effective communication between volunteers and staff were the criteria for assessing participation. Except for marital status, the social characteristics of the two groups correlated closely, thus dispelling the myth that intergroup stresses and strains frequently arose because of dissimilar backgrounds. In general, participation was enhanced by those factors--interpersonal influences, normative dispositions, the nature of the job, stability of the work force, and orientation toward work life and coworkers--making for greater identification with one's occupational situation and community. This Columbia University Doctor of Social Work thesis is available from University Microfilms, Ann Arbor, Michigan. Order No. Mic 61-2207. Microfilm $2.95. Xerox $10.35. 226 pages. (author/ly)

AC 002 000ME THE DEVELOPMENT OF ADULT EDUCATION IN BRITISH COLUMBIA (Ph.D. thesis).
Wales, Bertram E. Oregon State College, Monmouth 58 244p.
TERMS: *public school adult education, *program development, *historical reviews, homemaking education, adult vocational education, doctoral theses, state aid,

ABSTRACT: The study reports on the development and present status of adult public school education. Much of the earlier education emphasized basic English and took place through Farmers' and Womens' Institutes. Homemaking and vocational skills were added to meet pioneer needs. During the 1930's, programs emphasized psychological health to counteract the effects of the depression. Night school became the responsibility of the local school boards, and Provincial financial support became an integral part of the program, encouraging vocational and citizenship education classes for New Canadians. The third period emphasized development of vocational skills and rehabilitation to meet the rapidly changing industrial requirements necessitated by the war years. The present program has retained elements of the three earlier phases and emphasizes education for leisure, personal development, and citizenship participation. Many programs include recreational activities. There is an increasing interest of local communities in the use of public schools as adult centers and growth of a cooperative approach to adult education through the British Adult Education Council. This document is available from University Microfilms, Ann Arbor, Mich. LC Card No. Mic 58-3828. Microfilm $3.15. Xerox $10.00. (author/pt)
SECONDARY TERMS: psychological needs, school districts, night schools, citizen participation, citizenship, leisure time, individual development, recreational activities, school community cooperation, neighborhood centers, research, English instruction, British Columbia,

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AC 000 695 C INTRODUCING THE YOUNGER WOMAN, THE STORY OF AN EXPERIMENT IN FURTHER EDUCATION FOR YOUNGER WOMEN OUT AT WORK. Page, W. R.
65 223p. Pub. by Cambridge Univ. Press, Cambridge, England.
TERMS: *program descriptions, *womens education, *young adults, *school publications, London, England, released time, composition skills (literary),

ABSTRACT: In 1954 a group of female factory workers, between 15 and 18 years old, were sent by their employers one day a week to the North London College for Further Education, a day-release college run by the London County Council. Students traditionally attend for vocational training, but this group was sent for general education--English, social studies, calculations, and arts and crafts. To overcome their resistance to their studies and increas their desire and ability to write, the teacher guided them in the production of a girls' magazine. What the girls planned and wrote, how it was used as a teaching tool, and what the girls and their teacher gained from the experience is the subject of this book. (aj)

C 002 082 E THE SIGNIFICANCE OF CERTAIN ELEMENTS OF SOCIAL CHANGE AND MODERNITY FOR ADULT EDUCATION PARTICIPATION IN CANADA. Huston, Harold W. Chicago Univ., Ill. DOCUMENT NOT AVAILABLE FROM EDRS Available from Department of Photoduplication, The University of Chicago Library, Swift Hall, Chicago, Ill. 60637 Jul 64 84p.; M.A. Thesis

ERMS: *SOCIOECONOMIC INFLUENCES; *SOCIAL CHANGE: *ADULT EDUCATION; *PARTICIPATION; AGE GROUPS; SEX DIFFERENCES; INDUSTRIALIZATION; PRODUCTIVITY; URBANIZATION; MOBILITY; POPULATION GROWTH; RESEARCH; MASTERS THESES; STATISTICAL DATA; FAMILY STATUS; GEOGRAPHIC REGIONS

ABSTRACT

An attempt was made to determine relationships between certain elements of adult education participation and social change in the economic regions of Canada (Atlantic Provinces, Quebec, Ontario, Prairie Provinces, and British Columbia). The five regions were measured for participation rates, for rates of change in urbanization, population growth, industrialization, productivity, geographic mobility, standards of living, the significance of kinship, and the social structure, and for levels of development on these same variables. Static and dynamic elements of each variable pair were compared with each other as well as with participation rates. The following conclusions were reached--(1) regional participation rates appear to correlate closely with, and may be linked with, certain aspects of change toward modernity, (2) such participation would be most likely to correlate with consistent long rates of change as well as with the current rate of change and the level of development attained, and (3) regional or collective trends in participation cannot be accurately predicted from known patterns of behavior alone. (ly)

AC 001 821 I THE SALZBURG DISCUSSIONS (Report of an international seminar of leaders in adult education, Haus Rief, Austria, July 24-30, 1960). Pattison, Rose Mary Indiana Dept. of Public Instruction, Indianapolis May 67 15p.

TERMS: *intercultural programs, *adult education, *leisure time, *programmed instruction, seminars, educational television, womens education, older adults,

ABSTRACT: The annual international seminar, sponsored by UNESCO for Eastern Europe and Russia, was concerned with the relationship of adult education and leisure time activities and education, literature appreciation, television, and programmed instruction. Austria, England, and Czechoslovakia discussed leisure activities and it was felt that formal education has not provided appropriate training and too much emphasis has been placed on commercial releases. Community centers can provide social, recreational, and educational activities. West Germany, Norway, and Switzerland discussed their methods of education for leisure through womens education, programs for the elderly, and center activities in home arts, child care, physical fitness, and training for service industries. Research was recommended in education of the elderly. In West Germany's and England's discussion of literature appreciation, it was felt that formal presentations did not reach the common man. Television in adult education was discussed by the United States. International cooperation can help solve basic problems in establishing educational television on public networks. Programmed instruction was best suited to the slow methodical learner, concrete learning experiences, and military personnel. (pt)

SECONDARY TERMS: West Germany, Switzerland, Austria, England, Czechoslovakia, Norway, AC 002 815 I TRAINING SUPPLEMENT; SYSTEMATIC TRAINING IN THE ELECTRONIC COMPONENT INDUSTRY, THE WELWYN ELECTRIC PROJECT FOR FEMALE OPERATIVES. Greig, F.W. DOCUMENT NOT AVAILABLE FROM EDRS. In Journal of the Institute of Personnel Management; v49 n381 pi-viii Sep 1967

TERMS: *ACCELERATION; *INDUSTRY; *ON THE JOB TRAINING; *TRAINING TECHNIQUES; *WORKING WOMEN; ADMINISTRATIVE ORGANIZATION; CONSULTANTS; MANUALS; JOB SKILLS; PLANNING; PROGRAM EVALUATION; VOCATIONAL RETRAINING

ABSTRACT: At Welwyn Electric Ltd. in 1964, outside help was called in to reorganize the operative training of women employees to improve company efficiency. The main training problems were organization, administration, and planning. The chief attack to the problems involved appointing a full-time operative training officer (someone already within the company), who learned to carry out job analysis and develop the training program. The outside consultant wrote a series of short training manuals to provide a detailed record of the training, to guide in developing similar programs, and to aid instructors teaching particular jobs. Training of new and relocated employees included careful personal attentio from instructors, with improvements in employees' skills expected by certain target dates. The new method of training resulted in a shorter learning time for employees, better retraining facilities for transferred workers, a better recording system for measuring training effectiveness, a general improvement in output and quality, a small and competent operative training staff capable of handling other types of work when necessary, and a means of screening new employees to put them on the job for which they are best qualified. This new method showed that it is possible to get a good full-time training officer from inside the company, management support is necessary for such a program's success, and better method of training should be carried on throughout a company.. (jf)

AC 001 522JE ADULT EDUCATION STUDENTS (In REWLEY HOUSE PAPERS 1965-66/14-43). Hanna, Ian. 66 DOCUMENT NOT AVAILABLE FROM EDRS. 30p.

TERMS: *adult students, *participant characteristics, *surveys, *higher education, *public school adult education, evening classes,

ABSTRACT: A study was made of adult students in Leeds, England, and of the educational institutions designed to serve them. Students at Swarthmore (an adult education center offering a varied program including university extension and local education authority (L.E.A.) classes) and at the L.E.A. evening institutes (former technical education centers now offering recreational and scholastic subjects) were compared with each other and with the Leeds adult population. Students were younger, better educated, and of much higher occupational status than the general population. They were unusually attached to education for its own sake, showing a self- improving tendency. Although evening institutes had been thought to be for the working class, the most successful were located in the highest income areas. It was evident that in order to attract students outside the highest skill, educational, and motivational levels, courses must be designed for specific student types, who must be deliberately recruited. More research into teaching methods, student motivation, and the changing social function of education is needed. (This document appeared in REWLEY HOUSE PAPERS 1965-1966, available from Oxford University, Delegacy for Extra-Mural Studies, Rewley House, Oxford, England) (aj)

SECONDARY TERMS: research needs, educational background, age differences, sex differences, group membership, occupations, student motivation, educational objectives, university extension, educational interest, socioeconomic status, continuing education centers, evening institutes, Leeds, Great Britain,

000 728FI THEORIES AND PRACTICES IN THE EDUCATION OF WOMEN DURING THE AGE OF ENLIGHTENMENT IN FRANCE. **Friedman, Leonard M. Chatham Coll., Pittsburgh, Pa.**
013 363
BR-5-8230 CRP-5-096 67 EDRS PRICE MF-$0.75 HC-$6.28 155p.

RMS: ***womens education, *church role, *historical reviews, *educational theories, France,**

A REPORT WAS GIVEN ON A SEARCH OF THE LITERATURE ON THE EDUCATION OF WOMEN IN FRANCE DURING THE PERIOD FROM THE FOUNDING OF ST. CYR (1686) THROUGH THE REVOLUTION. THE AUTHOR SUMMARIZES (1) THE EDUCATIONAL PRACTICES USED AND (2) THE EDUCATIONAL THEORIES PROPOSED AT THAT TIME. WHILE THE EDUCATION OF WOMEN IN 18TH-CENTURY FRANCE LEFT MUCH TO BE DESIRED, IT WAS PERHAPS BETTER AND MORE WIDESPREAD THAN MIGHT HAVE BEEN ASSUMED. A CONSIDERABLE PROPORTION OF THE GIRLS OF THE NONPRIVILEGED CLASSES DID AT LEAST RECEIVE AN ELEMENTARY EDUCATION, LEARNING TO READ, WRITE, DO SIMPLE ARITHMETIC, AND ACQUIRE THOSE MANUAL SKILLS, ESPECIALLY NEEDLEWORK, WHICH WOULD BE MOST USEFUL TO THEM IN THE LINES FOR WHICH THEY WERE ULTIMATELY DESTINED. THE DAUGHTERS OF THE WEALTHY BOURGEOISIE AND THE ARISTOCRACY USUALLY RECEIVED THEIR EDUCATION IN CONVENTS WHICH THEY ENTERED AT THE AGE OF 6 OR 7 AND WHICH THEY LEFT AT BETWEEN 16 AND 20 YEARS OF AGE IN ORDER TO MARRY. MANY EDUCATIONAL THEORIES WERE PROPOSED IN FRANCE ESPECIALLY DURING THE SECOND HALF OF THE 18TH CENTURY. OPINION WAS NEARLY UNANIMOUS THAT (1) WOMEN'S EDUCATION WAS OF POOR QUALITY AND THERE WAS NEED FOR IMPROVING IT AND (2) PROPOSALS FOR EDUCATION OF WOMEN SHOULD BE BASED UPON AN UNDERSTANDING OF THE NATURE OF WOMEN AND THEIR ROLE IN SOCIETY. DIVERGENT VIEWS RANGED FROM FEMINIST SENTIMENT TO ANTIFEMINISM. ON THE WHOLE, HOWEVER, THE CENTURY WAS FAVORABLE TO THE CAUSE OF WOMEN. CHANGING ATTITUDES BROUGHT THE PROPOSAL, MADE DURING THE REVOLUTION, THAT WOMEN SHOULD HAVE COMPLETE EDUCATIONAL EQUALITY BECAUSE OF THEIR NATURAL RIGHTS AS EQUAL MEMBERS OF THE HUMAN RACE. (AL)

AC 002 255MI PRELIMINARY SURVEY OF THE NEEDS AND INTERESTS OF ADULT HOMEMAKERS IN THE RURAL AND URBAN ZONES OF PUERTO RICO, 1955-56 WITH IMPLICATIONS FOR THE DEVELOPMENT OF THE HOMEMAKING PROGRAM FOR ADULTS (M.S. thesis). de Quinones, Laura Vazquez. Tennessee Univ., Knoxville 56 DOCUMENT NOT AVAILABLE FROM EDRS. 149p.

TERMS: *educational needs, *personal interests, *homemaking education, *program development, ***housewives,** rural areas, urban areas,

ABSTRACT: Home economists visited and interviewed 210 urban and rural homemakers in Puerto Rico. It was found that rural homemakers had more experience in homemaking activities and more formal education than those in urban areas. Urban homemakers were more likely to earn money outside the home. Three fourths of the total group had never enrolled in adult homemaking classes and felt no need for help in food and nutrition, child discipline and family health, prenatal or infant care, use of welfare services and home sanitation. A majority of homemakers expressed interest in a course in clothing construction and in first aid. It was concluded that questionnaires were valuable in securing information on expressed needs and interests, and that efforts should be concentrated on helping homemakers recognize their basic needs. This masters thesis is available from University of Tennessee, Knoxville 16, Tennessee. (pt)

SECONDARY TERMS: questionnaires, masters theses, surveys, educational background, working women, Puerto Rico,

AC 001 967ME EDUCATION OF WOMEN FOR MODERN INDIAN SOCIETY, A HISTORICAL STUDY WITH A
ED 019 567 CRITIQUE OF CONTEMPORARY EDUCATIONAL THOUGHT (Ph.D. thesis). Rahman, Syeda A.
Ohio State Univ., Columbus 63 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *historical reviews, *womens education, *developing nation, religious cultural groups, colonialism, religious agencies, private schools, doctoral theses, socioeconomic status, parent attitudes, academic education, cultural education, Indians, India,

ABSTRACT

In India under the Muslims from the twelfth century on, education was an Islamic duty in which girls participated. However, higher education for girls was largely for those of upper social levels and on a private basis. Under British rule, organized schooling was finally provided while missionary and private schools also worked side by side. But education for women became a mere replica of men's education. Dissatisfaction with education led to the National Education Movement and the Women's Movement and some typically Indian schools were started. Since independence, the government has provided free, universal, compulsory education for women. Still women's education lags, chiefly because parents do not yet appreciate the need for educating their daughters. Modern educators are concerned with the problem but the nation's general educational deficiencies and its social and economic backwardness have become their first concerns. This Ph.D. thesis is available from University Microfilms, Ann Arbor, Mich. Order No. 63-6261. Microfilm $2.90. Xerography $10.15. 222 pages. (author/eb)

AC 000 822 E UNIVERSITIES AND ADULT EDUCATION IN SOUTHEAST ASIA, REPORT ON THE LEVERHULME CONFERENCE ON EXTRA-MURAL STUDIES (Hong Kong, October 26-31, 1964). Hughes, Ieuan, ed. * Tso, Priscilla, ed. Hong Kong Univ. Dept. of Extramural Studies Oct 64 EDRS PRICE MF-$0.75 HC-$5.28 130p.

TERMS: *university extension, *regional planning, *international organizations, adult educators, womens education, labor education, program development, professional training, business, industry, urbanization, Hong Kong, Philippines, Southeast Asia,

ABSTRACT

The conference papers deal mainly with the proper extramural role of Southeast Asian universities, the extensive adult education program at the University of Hong Kong, extramural education for Philippine women, the philosophy and functions of the University of the Philippines External Studies Program and the role of its Labor Relations Center in effective trade union education, principles of extramural service to business and industry, impacts of rapid urbanization in Hong Kong, national and international organizations and channels of assistance, and recommendations on program planning and the administration of new extramural departments. A UNESCO report containing guidelines on the nature, mission, organization, and educational functions (including preparation of community leaders and adult educators) of extramural departments, is discussed, and the need for a regional Institute for Adult Education based in Hong Kong and entrusted with training, research, and clearinghouse functions, is urged. Included are the conference agenda, the report on a followup tour, and lists of officers and participants (with photo). (ly)

AC 000 190 C ADULT EDUCATION (SPECIAL ISSUE OF NAYA SHITSHAK, 8(2) Oct. 1965)
Dept. of Education, Bikaner (Rajasthan, India. Oct 65 170p.

ERMS: *adult education, Literacy education, bibliographies, *India, community development, universities, women's education, correspondence study, professional continuing education,

ABSTRACT: Major sections are general education of the adult, literacy programmes and problems and notes, reports, and bibliography.

AC 000 959 I RADIO AND TELEVISION IN THE SERVICE OF EDUCATION AND DEVELOPMENT IN
ED 018 132 ASIA (Reports and papers on mass communication, 49). UNESCO, Paris
(France). 67 60p.

TERMS: *educational radio, *educational television, *broadcast media, *educational needs, *developing nations, broadcast industry,

ABSTRACT: Educational broadcasting in Asia not only serves the pressing needs of primary, secondary, and higher education, but also provides for popularization of knowledge, literacy education, civic education, training and guidance of educators, rural and urban youth programs, and vocational guidance and education. A particular need is seen for national and regional training in techniques of educational broadcasting, organization and planning of programs, and program utilization by adult education leaders and other teachers. In addition to basic training at the national level, a regional institute should be created to provide advanced broadcasting courses and seminars, with emphasis on contributing to education and social development in Asia. Other major needs and recommendations concern preservice and inservice teacher training, broadening of the outlook and skills of women, improved transmission facilities, audience research, and information and program exchange among Asian nations. Document includes an appendix, review of national broadcasting structures, national statistics on radio and television receivers and on provision of adult education and school broadcasts, and a survey of recent and proposed developments in each country. (author/ly)
SECONDARY TERMS: education, adult education, interagency cooperation, teacher education, adult teaching, womens education, regional cooperation, rural development, urban extension, literacy education, surveys, vocational education, Asia,

AC 001 585 E ADULT EDUCATION AND NATIONAL DEVELOPMENT, REPORT OF
ED 016 881 THE EDUCATION COMMISSION, 1966/422-439). India. Ministry of Education,
New Delhi 66 DOCUMENT NOT AVAILABLE FROM EDRS.

TERMS: *adult education, *educational needs, *national programs, *educational methods, *developing nations, mass instruction, labor, adult basic education, literacy education, library services, university extension, correspondence courses, audiovisual aids, mass media, government role, adult vocational education, womens education, educational administration, India,

ABSTRACT: An effective program of adult education in India should provide for the rapid elimination of illiteracy by means of mass education and attention to women, industrial workers, and other special groups, professional, vocational, and other forms of continuing education, nationally coordinated programs of correspondence study, a nationwide library network designed to sustain library growth and organized services at all regional levels, and active university extension through such means as lectures, evening classes, short courses, social service camps, intensive literacy work, and cultural and recreational activities. Literacy education in particular (here defined to include basic social, civic, and economic education) requires broad support and public commitment, full exploitation of mass media and audiovisual aids, trained personnel, thorough provision for following up and reinforcing the educational experiences of new literates, and effective planning and administration with due regard to local conditions and requirements. This document appeared in EDUCATION AND NATIONAL DEVELOPMENT, REPORT OF THE EDUCATION COMMISSION, 1964-66, by the Indian Ministry of Education, New Delhi, and is available from that source. 18 pages. (ly)

AC 001 787 I PARENT EDUCATION (In NEWSLETTER, National Council of Adult Education,
No. 53, Oct 1967, New Zealand). Morris, Beverley * and others Oct 67
14p.

TERMS: *parent education, *child rearing, early childhood education, intelligence, sex differences, academic achievement, family life, university extension,

ABSTRACT: The importance of parent education in New Zealand and future program needs are discussed. Research indicates the importance of the early childhood experience in development of general intelligence, male aggressiveness, female dependence, and school achievement. The Family Life Education Council in Wellington coordinates the various educational groups which include the play center movement, based on the participation of parents in observation of child behavior, individual counseling provided by churches and government departments, and university extension which provides courses in psychology, human development, and child development. Sufficient training for parent educators, classes in leisure time with the family, and research into parent needs are among future developments in parent education. (The NEWSLETTER is published by the National Council of Adult Education, 192 Tinakori Road, Wellington, New Zealand) (pt)

SECONDARY TERMS: parent participation, adult educators, program coordination, New Zealand,

C 001 798JI TRENDS IN ADULT EDUCATION IN INDIA (In INTERNATIONAL REVIEW OF EDUCATION,
12(2)/197-202, 1966). Dutta, S.C. 66 6p.
ERMS: *adult education, *national programs, *developing nations, universities,
labor education, urban areas, citizenship, audiovisual media, research,

BSTRACT: Recent major developments and trends in adult education in India are discussed
-the demand for greater university participation in adult education and related research,
e recognition of the vital importance of lifelong learning to the Indian nation, the drive
o educate and train trade unionists in urban areas, increased stress on the political educa-
ion of the population at large, expanded use of films and broadcast media, and the inaugura-
ion of condensed two-year matriculation courses for women aged 20-35. Declarations and
ecommendations by the Indian Adult Education Association are included. (This document
ppeared in the INTERNATIONAL REVIEW OF EDUCATION, Volume 12, Number 2, 1966). (ly)
ECONDARY TERMS: womens education, India,

AC 001 800ME A STUDY OF THE COMMUNITY DEVELOPMENT PROGRAM IN INDIA (Ph.D. thesis).
D 015 406 Thota, Vykuntapathi. Michigan State Univ., East Lansing. 66
DOCUMENT NOT AVAILABLE FROM EDRS 164p.
TERMS: *community development, *rural development, *adult education programs,
*agriculture, health activities, social development,

ABSTRACT: An outgrowth of missionary and volunteer efforts, the Indian Community
Development Program has four objectives--(1) to assist each village in planning and
carrying out integrated multi-phased family and village plans directed towards increasing
agricultural production, (2) to improve health practices, (3) to provide the required
educational facility for children and adult education programs for village women
and youth, and (4) to provide recreational facilities. American extension principles
and methods have influenced the Indian program to a great extent. Adult education
is playing an important role in the program by creating new outlooks, new values,
and new attitudes on the part of the people, and enlisting popular participation.
Basic to the success of the Community Development Program is the staff's knowledge
of extension methods. The Community Development Program's achievements include a
change in the outlook of the village people, and an impressive record of progress
in agriculture, minor irrigation, animal husbandry, village and small industries,
social education, women's programs, health and rural sanitation, and communications.
(This document is available from University Microfilms, Ann Arbor, Mich., Order No.
66-8497. Microfilm $3.00. Xerography $7.60. 164 pages) (author/aj)
SECONDARY TERMS: family health, recreational facilities, educational facilities,
womens education, rural extension, changing attitudes, sanitation improvement, self
help programs, adult basic education, animal science, industry, doctoral theses,
developing nations, village industries, India,

AC 000 960 I TELEVISION AND THE SOCIAL EDUCATION OF WOMEN. A first report on the
ED 018 108 Unesco-Senegal pilot project at Dakar (Reports and papers on mass communication
50). Fougeyrollas, Pierre. UNESCO, Paris (France). 67 60p.
TERMS: *educational television, *womens education, *health education, *program evaluation, evaluation, surveys, program descriptions,

ABSTRACT: In the 1965-66 UNESCO-Senegal pilot project, a preliminary, and a followup, survey were made to assess the effectiveness of educational television (ETV) in imparting vital health information and constructively changing attitudes and behavior. The project included regular weekly programs in the Wolof language for about 500 women in 10 television clubs throughout greater Dakar, Senegal. The women were questioned on causes and control of malaria, dysentery, typhoid, and tuberculosis, on dietary practices, and on interests and problems. Major findings and conclusions were that -- (1) such courses encourage expression of opinion and generate practical action, (2) content is more readily accepted and learned when conflict with tradition is absent, presentation is adequate, and motivation is strong, (3) young women are generally more open-minded and better able to give correct answers than are older women, (4) educational interests lean toward child care, housekeeping, and women's problems, (5) effective mass media education requires discussion groups; and (6) ETV heightens awareness of social problems and can be a potent factor in national development. Document includes questionnaires and 63 tables on personal and socioeconomic data, opinion and attitude changes, views as to future useful program themes, and patterns of diffusion. (author/ly)
SECONDARY TERMS: age differences, participant characteristics, educational background, socioeconomic influences, group discussion, diffusion, social change, statistical data, UNESCO, Senegal,

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AC 000 098E THE ROLE AND IMPORTANCE OF ADULT EDUCATION IN ZAMBIA (Collection of
ED 010 869 papers given at a seminar, Lusaka, Zambia, Apr 25-30, 1966). Zambia.
National Council for Adult Education, Lusaka. Friedrich Ebert Foundation, sponsor. 66 EDRS PRICE MF-$0.25 HC-$2.28 57p.
TERMS: *developing nations, *national programs, *adult education, *educational policy, work study programs, adult educators,

ABSTRACT: This is a collection of papers and recommendations of an adult education seminar held at the Staff Training College, Lusaka, Zambia. At the time of independence of Zambia in 1964, adult education facilities existed in only the 3 provinces on the railroad line, and over 60 percent of the population had no facilities. Of 1.5 million adults, 1 million had never been to school, of persons over 16, 75 percent of the males and 93 percent of the females were illiterate, mostly in the rural areas. Early in 1964 a crash program of night schools was organized in centers away from the railroad, a Correspondence Course Unit was established at Evelyn Hone College of Further Education and fees were reduced and a policy of incentive fee remission initiated. In 1965 a detailed adult education plan was prepared as part of the National Development Plan, 1965-1970. An Adult Education Section was added at Ministry Headquarters, the Correspondence Course Unit was expanded, and partial local financial support of adult education programs was required. Two adult education centers were founded at Ndola and Luanshya where day courses as well as evening can be given--ideal for day-release, short courses, and courses for women. (eb)
SECONDARY TERMS: conferences, interagency cooperation, womens education, Zambia, Africa,

AC 000 014E AFRICAN ADULT EDUCATION, A BIBLIOGRAPHY. Bown, Lalage. Zambia. Univ.,
ED 010 857 Lusaka. Dept. of Extra-Mural Studies. 66 EDRS PRICE MF-$0.50
HC-$2.56 64p.

TERMS: *adult education, *community development, *developing nations, *bibliographie
university extension, professional training,

ABSTRACT: This is a tentative listing of materials on African adult education, prepared without full bibliographic detail, but for the immediate purpose of giving workers some basis to work on. It is limited to sources in English and French, and the English sources do not include many from America. It is an extension and revision of the preliminary bibliography drawn up at the University of Ibadan in 1965. The first section presents background studies on Africa--surveys, psychological and social background, economics, politics, labor and industry, health and nutrition, literature, arts, and languages. Then follow sections on general works on adult education and community development throughout Africa, educational policies of former colonial and present national governments, and the role of African universities in adult education and community development. The last 3 sections cover voluntary agencies and adult education in Africa, special aspects of adult education in Africa, and methods and techniques. A preliminary list of reference periodicals, with professional periodicals and more general adult education publications is included. (eb)

SECONDARY TERMS: agricultural extension, literacy education, vocational education, womens education, library extension, educational methods, instructional materials, voluntary agencies, Africa,

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AC 001 246 I THE ROLE OF THE UNIVERSITY IN ADULT EDUCATION TRAINING (Report of
a conference held at the University of Zambia, Department of Extra-Mural
Studies, Dec 14-15, 1966). Zambia Univ., Lusaka. Dept. of Extra-Mural
Studies. 66 100p.

TERMS: *university extension, *adult education programs, *professional training,
*developing nations, *national programs,

ABSTRACT: Fifty-one representatives of government, the University of Zambia, and industry discussed the role of the University Department of Extra-Mural Studies in the affairs of the country. The consensus of the conference was that the university conduct research, act as an advisor to other agencies, and work with them in developing and evaluating training programs, that a sub-committee of the National Council of Education be formed to coordinate adult education activities, and that training courses be set up for teachers of extension workers, volunteers, prospective teachers, and those working in mass media. Correspondence courses should be backed by radio and residential programs. Subjects offered should include philosophy of adult education, teaching methods, program planning, comparative adult education, economics of development, language problems, and factors affecting adult learning. Other skills could be taught in conjunction with other institutions. Papers read and distributed at the conference, information on training courses in adult education, list of conference participants, and future trends in the department are included. (aj)

SECONDARY TERMS: business education, agricultural education, role perception, vocational education, community development, literacy education, course content, womens education, program descriptions, correspondence courses, educational radio, residential programs, Zambia, Africa,

ERIC Clearinghouse on Adult Education

PUBLICATIONS

	EDRS Order Number	Microfiche Price	Hardcopy Price
BASIC INFORMATION SOURCES			
Adult Education Research, BIS-2	ED 018 704	$0.25	$0.24
Evening College Education, 1967, BIS-1	ED 014 023	$0.25	$1.16
CURRENT INFORMATION SOURCES			
Adult Basic Education, CIS-3	ED 014 024	$0.25	$0.92
Adult Basic Education, CIS-18	ED 018 745	$0.25	$1.84
Adult Education in Africa, CIS-12	ED 019 565	$0.25	$0.84
Adult Education in Asia, Australia, & New Zealand CIS-13	ED 018 705	$0.25	$1.44
Community Education for Adults, CIS-2	ED 014 025	$0.25	$0.84
Community Education for Adults, CIS-16	ED 016 175	$0.25	$1.20
Continuing Education in the Professions, CIS-4	ED 014 026	$0.25	$0.56
Education for Aging, CIS-14	ED 019 564	$0.25	$0.88
Higher Adult Education, CIS-1	ED 014 031	$0.25	$1.04
Higher Adult Education, CIS-11	ED 016 928	$0.25	$1.28
Human Relations – Training and Research, CIS-10	ED 016 159	$0.25	$0.96
Management Development, CIS-5	ED 013 430	$0.25	$0.68
Management Development, CIS-17	ED 016 927	$0.25	$1.00
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OTHER			
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Adult Education Periodical Holdings	ED 014 022	$0.25	$0.76
ERIC Clearinghouse on Adult Education (Newsletter)			
A Model Information System for the Adult Education Profession, by Roger DeCrow	ED 015 412	$0.25	$1.00
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Research and Investigation in Adult Education, 1968 Annual Register (Adult Education Association of the U.S.A.)			

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